
Moorhead Independent News

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Moorhead Independent News, November 19, 1970

Moorhead State College

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MOORHEAD INDEPENDENT NEWS

FREE TO STUDENTS, FACULTY, AND STAFF AT MSC

VOL. I, No. 10

a weekly publication serving all the students at Moorhead State College

November 19, 1970

CHEATING SYSTEM EXPOSED

The maintenance of a thorough filing system of mid-term and final exams by the fraternity Phi Sigma Epsilon as an aid to their members has been revealed to the Moorhead Independent News by interested, concerned students.

The well documented investigative effort was turned over to the News with the understanding that the sources would not be revealed.

The opportunity to substantiate a practice long considered traditional by the fraternities was sparked by an overheard conversation. As an MSC student sat unobserved in the Student Senate Activities room, he heard the opening of a file drawer and the sound of two voices.

"Don't you consider this cheating?"

"No, it's not in my major field, just General Studies."

Realizing the implications of this conversation, the unobserved MSC student decided to take concrete steps. These included the enlistment of the aid of others as well as the photos submitted to the Moorhead Independent News.

Citing the fact that this fraternity is only three years old and that a high level administrative personnel has been a member almost from its inception, the source questioned the ethics of the situation. He questioned the integrity of not only this member of the fraternity system itself. It is a system which represents itself as the vanguard of campus leadership while maintaining an aid in taking exams that is an unfair advantage over those not fraternity members.

Those involved in the investigation feel as does the Moorhead Independent News that pertinent points should be raised. (See today's editorial)

The files of this particular fraternity include not only teachers who no longer are instructors on the MSC campus but also empty manila folders, with names needing only the acquisition of old test material to become current and active.

EDITORIAL

by
P. Estes

What are the implications of today's story revealing the long suspected existence of fraternity office files of final and mid-term exams? Cheating is cheating is cheating. However, in an educational atmosphere such as mass education in America has become, it is difficult to understand who is cheating whom anymore. (See today's story on the plight of Bob Gates, an MSC student recently run over by a large impersonal machine, known as administrative policies.) The final exam pressure is very real. The constant need to earn a good GPA is horribly real. The draft facing a male student who flunks is more than real: it can be the ultimate... death. Nonetheless we submit this was not the way to beat the system for not only did it hurt innocent people in all probability but it was done under the banner of all that the Greek system supposedly represents. Further-

(Continued on page 4)

14 RUN AT LARGE

(Reporting for this story done by Jen Austin, Gail Bancroft, Dick Goerndt, Dave Little and John Rowell.)

Thirty-one students are running for ten positions on the Student Senate in the coming elections, including 14 who are candidates for three at-large senator posts. Three students are running unopposed for their positions: Gail Ward for Secretary; Colleen Aronson for General Arts senator; and Bob Hest for Creative Arts senator. John Rowell and Steve Johnson, candidates for Treasurer, have no primary opposition and will face each other in the General Election. Four who filed for office have been disqualified by the Election Committee.

Greg Staszko, candidate for one of the three at-large positions, said that he is running because he wants "to get interested in Student Senate." Backed by the Phy. Ed Department, Staszko characterizes himself as a "moderate liberal." The principal issue he plans to raise is "money--where it's allocated, and why," particularly with regard to the Phy. Ed. Department.

Asked about the college turning over files to HISC, Staszko said, "I wasn't even aware of that." While he favors the E-Quality program, he said that he was not sufficiently informed on its problems to venture an opinion on what should be done. He said that often communication is difficult between blacks and whites. Blacks, he said, "don't like to talk about where they get money for expensive clothes."

The Student Senate, according to Staszko, "seems to be awful powerful right now." If students do not have enough power, he said, it is because there is too much apathy on campus and not enough students vote in elections.

David Swedberg is a candidate for at-large senator because, he said, "I feel that students in general need someone concerned with the school and how it is operated to represent them." He said that he hopes to play a role in increasing student power. Endorsed by the Business Club, Swedberg said that he considers himself an "independent liberal."

"Instead of a lot of rhetoric" on E-Quality problems, Swedberg said that all parties should "sit down like Tom Clark has done and work out workable proposals." While he attended the student senate-sponsored forum on E-Quality, he has not yet had an opportunity to speak with minority students on problems in the program.

Swedberg said that the Student Senate should "use its power to bring more cohesion between the divisions in the college." He did not elaborate. He said that he didn't "know enough about the college turning over files to HISC to comment." With regard to other issues he said that he would rather not comment at the time.

Steven Boyer, a candidate for at-large senator, is running in hopes of getting more people involved with the senate. Boyer, endorsed by the College Republicans, calls himself a "conservative." He declined to explain what issues he would raise in the campaign when reached last night.

Boyer said that the college's action in turning files over to HISC was "something I don't know too much about." With regard to E-Quality, he said that the way the program works should be brought

into the open, and that all factions should "get together and compromise." Although he was not at the senate-sponsored forum on E-Quality, Boyer said that he had talked with one minority student who thought that the program did not mean very much.

He said that the student senate at present "has a lot of power," but should be more representative of the student body. Boyer said that he would like to see more money appropriated for sports equipment. Asked his opinion on Student Senate appropriations in the past, Boyer said, "I don't know a heck of a lot about that."

Dennis Boeckerman, a candidate for at-large Senator, feels that student power means students and administration should work together to solve the problems. Student power means that students can demonstrate and petition, that burning is out.

He feels E-Quality should be changed and that the minority students need to have a stronger say in the program.

Dennis said running for the Senate is his own doing; no one put him up to it. As far as voting goes, Dennis classified himself as no political type. He said he will vote as the students would like him to vote.

He expressed ignorance when asked about the HISC.

Paul Hayden is a psychology and speech pathology major from New York Mills. He feels that since he's a senior he's been around long enough to become familiar with students' problems and is capable of representing a particular group or party, and in that sense, feels he can adequately represent the student body.

He sees Project E-Quality as being in a transition period where new alternatives will have to be sought. Not having had any contact yet with minority students, and not having heard Pres. Tom Clark's alternative, Hayden will wait to present his own stand on the Project.

Many minor issues will make up Hayden's platform. He feels that these issues directly affect the students and should be of major concern to the Senate. The early-start, early finish calendar is one aspect of this platform. He believes that though advantages outweigh disadvantages, students should see the disadvantage of not really having a Christmas vaca-

tion under the new calendar, two weeks of vacation in the middle of a term would mean projects, papers and work rather than holidays.

Hayden would like to see a reduction in parking sticker fees. He believes that freshmen should not be required to live on campus especially under the restrictions of hours. Board and room should not be a lump sum, but should be according to the meals a student actually eats.

Hayden encourages more open forums. He feels that with only too many students are unable to hear a candidate's views, and tend to vote then for the name they see most often on posters.

The Student Senate, if its members are elected according to specific platforms, should be a very powerful body. Students determine their own power, then, by being up on the issues and voting for candidates who will work for constructive change.

Asked to give himself a label, Hayden said it would probably be liberal.

ELECTION CONTINUED ON PAGE 5

DRAFT INFORMATION

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New brew for the new breed

STUDENT TEACHER GETS AXE

by D. Bawthen

Robert Gates, a MSC student teacher on assignment at the Campus School, has been summarily "dismissed" from the student teaching program for charges of alleged "incompetence." Gates' case has attracted the concern of several of his fellow students who view the circumstances of his dismissal as grossly unfair and the charges against him as shoddy and concocted.

Gates is a 23 year old English major with a B. A. degree from MS. He returned to Moorhead from his home in New York to get a B. S. degree which would qualify him to hold a teaching position. He is tall, husky, has curly hair and a generally "clean cut" appearance.

In an extensive interview, Gates related the circumstances of his student teaching and "dismissal" to an MIN reporter. He gave the following daily account:

On Sep. 15 he started on his assignment at the Campus School. He was at school from 8:30 a.m. to 3:25 p.m. His supervising teacher, Mrs. Gibson, had only two sections per day, but Gates was only involved with one class, a combined 9th and 10th grade English class.

For four weeks he had no part in the class at all. He spent his time doing odd jobs, moving chairs, carrying notices and handling attendance slips, etc.

On Oct. 9 he received his first chance to teach. He took a grammar test (at the request of Mrs. Gibson) and showed a film of Edgar Allen Poe and gave a quiz on the movie. Both the quiz and the movie were previewed by Mrs. Gibson. After class Mrs. Gibson's attitude toward the quiz had changed. She said she thought it was irrelevant and would not be recorded in the grade book. He had to explain to the class that the quiz would not be evaluated or counted.

On the next day of class, Monday, Oct. 12, the supervising teacher, Mrs. Gibson, called in sick and another teacher, Mrs. Ingersoll, observed the class. This was Gates' first full hour in front of the class. He lectured on Doyle and initiated a class discussion. After class he asked Mrs. Ingersoll if she had any comments about his performance, and she said he did very well for the first day."

For Oct. 13, Gates had gone to the AV center and had some slides made for class from some books on Scotland Yard. He showed the slides, and asked some discussion questions on post assigned reading. Oct. 14 was another day of discussion of readings. Mrs. Gibson said his performance was very good.

On Oct. 16 Mrs. Gibson said that a grammar test would have to be given for the first half hour of class. The rest of the period he discussed The Raven and commented on Poe's style. He then began to organize the students into work projects like shadow playing and tape recording on Poe's writings. While he was doing this Mrs. Gibson abruptly took over the class and organized the projects with no word of explanation or criticism.

Later that afternoon, Arlo Brown, the supervisor of all student teachers, came to the school and wanted to speak to Gates. Brown told him that he had been doing failing work during his six weeks of student teaching and would be dismissed from the program. Brown suggested that Gates go to Iowa or some place else to secure teaching credentials under different circumstances.

Mrs. Gibson was the individual responsible for the initial charges of incompetence. All any of the supervisors in the program knew about Gates' performance was what Gibson had told them. Mrs. Gibson's complaints included the following:

1. Everything Gates turned into the typists was done mechanically incorrect to the point where the typists were always complaining. Gates said, however, that he was required to show everything to Mrs. Gibson for correction before going to the typists and always did so, but she made few corrections. He was never told that the typists were complaining.

2. He misspelled a word on the blackboard and left it unnoticed for three days before it was pointed out by Mrs. Gibson.

3. He made a bulletin board on his own initiative on which he included a picture of Longfellow with others under the title, "Suspense Authors."

When Gates pressed Arlo Brown with the point that only Mrs. Gibson brought complaints against him Brown said that other faculty members had commented on his "incompetence." Gates never was told who these people were or what their charges were.

The next day, Oct. 27, Gates went to see Dr. Janeke, Brown's superior. Janeke indicated his support of Brown's decisions in the matter and said that five hours of class time is enough to judge incompetence.

On Oct. 28, Gates went to Dr. Hansen, Dean of Academic Affairs. It was with Dr. Hansen that Gates first heard that he did have a right to a hearing.

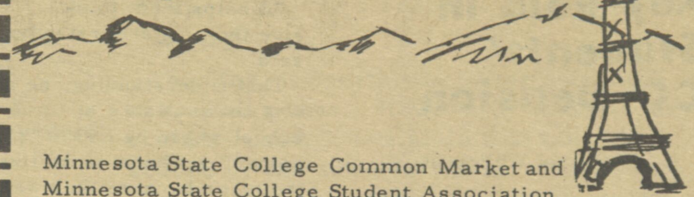
At Gates' next meeting with Janeke, the Doctor's first words were "Why did you go over my head." He was referring to Gates' visit with Dean Hansen. He said later, "In your position you shouldn't be doing things like that."

Gates asked if he could have students in his class make testimony at his hearing. Janeke said that the opinions of the students in the class were not "relevant". He said "students are not making the decisions, we are."

Present at the hearing was Dr. Hockebo, Dr. Janeke, Arlo Brown, Dr. Freeburg, Mr. Shark and Mr. Claypool, all of whom had at one time or another spoken to Gates about his situation before the hearing and indicated that they agreed with Brown's decision to "dismiss him."

(continued on page 14)

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BLACKS & THE TOGGERY

The Look of The Owls



Martha Clarke, the Owls sweetheart, relaxes in a Mr. Boots rust valor maxi dress from BLACKS.

John South, an Owl member, models a Donegal Tweed sports coat in The Duke model by Brookfield at \$55 matched up with an Arrow Collar man shirt, Resilio tie and Flared slacks by Farah, from THE TOGGERY.

BROOKDALE SHOPPING CENTER

Drugs Played Key Role in Students' CO Decision

by Lyle Whitcomb

A Moorhead State College student, whose name is withheld at his request and for obvious reasons, says drugs have played a key role in his decision to file for Conscientious Objector status with the U.S. Selective Service System.

He was interviewed in the basement office of the Fargo-Moorhead Draft Information Center which was recently opened at 303 11th St. N., Moorhead.

The youth said it was not so much a decision on his part as an expression of "what I really am" that led him to consider filing for conscientious objector classification. He said if he is not given CO status he will resist the draft -- refuse induction into military service.

Previous to his experiences with drugs, the young student said he always felt he "had to be what people expected." Now, he says he realizes he must be "what I feel," -- a realization he says came as a "revelation," not as a "decision."

However, that "revelation" was experienced in the illicit world of underground drugs. Marijuana first. Heavier drugs later; mescaline and LSD (acid).

The youth said he smoked marijuana while a sophomore and junior in high school. In the beginning "grass" was "just for fun."

"It made music sound nice," he said.

However, he said later the contact with people who were smoking "grass" became a learning experience. He began looking

for beauty in people and beautiful people -- "these people were doing drugs."

"It helps them think . . . (helps) give them an understanding," he said.

That understanding, he added, was not available at home or in school where he had to "play games" not because he liked them, or because they were an expression of himself, but rather because they were expected of him.

There was no clarification of the "beauty" or dignity of life and he turned to drugs. There, he says, he found clarification.

Prior to his senior year in high school, the young man "got into" heavier drugs. He said synthetic mescaline brought him an experience of the "bursting joy" of life and "heightened sensitivity." Since then he has also "dropped" LSD. He still uses all three drugs occasionally.

However, he was quick to point out that it was not the drugs in themselves, but rather the people with whom he came into contact while "doing drugs" that provided clarification and understanding. The drugs help to give people the ability to communicate openly and freely, he said. "They (school and home) do not have that ability."

Before his drug experiences, the student said he was "afraid to let kindness show" because he was so busy doing what was "expected".

Now, he says he wants to make his life an affirmation of beauty-- "to live beauty."

"I will refuse to be a part of ugliness."

He said if he does anything which is not "morally and religiously right for me, I am committing a grave sin."

The U.S. Selective Service System, which provides men to fight an immoral war, is a part of ugliness, he said.

DEFENSE FUND SENDS \$274.03 TO KENT STATE

An Ad Hoc Committee for the Kent State Defense fund sponsored a fund-raising project in the Union Nov. 10. Profits were split, between the Defense Fund to aid the 25 students and teachers indicted by the Ohio grand jury in connection with the Kent State shooting and a local defense fund which is being set up to aid people in the Fargo-Moorhead area.

The project raised \$304.03. Thirty dollars of this went to the local defense fund. The rest, \$274.03, was sent to the student senate at Kent State.

Tom Lease and Tom Schroeder were in charge of a table selling leather goods which raised \$27; \$25 came from a previous Fund rally; the Down Under Shop in Moorhead contributed \$16 from a table selling records, candles, and posters; and \$206.03 came from the dance.

George Gloss enlisted the services of five bands who played free of charge in the ballroom from 2 p.m. until midnight. They were Buffalo Alice (Jamestown), Sunny Revolution (Detroit Lakes), and Ergot, Blue Bird, and Soft Landing (Moorhead).

BOOK REVIEW

By R. Whaley

While lost in the maze of construction in our slightly disorganized but none-the-less strangely appealing library (as the moth seeks out the candle's flame?) I stumbled across two very readable books, "American Melodrama (1959) by Chester, Hodgson and Page, being the first with "The Rhetoric of Revolution" (1970) edited by Katope being the second.

"American Melodrama" is noteworthy because it gives us a new angle from which we can see ourselves (is this trip really necessary?) as others see us. The results are not always pleasant but are revealing. "Melodrama" is exhaustive in its pursuit of the '68 presidential election and deserves to be read and digested on its uniqueness and scope.

"The Rhetoric of Revolution" on the other hand is a series of historical essays (all are good) examining not only the language of past social upheavals but also that of our own era which in fact take up most of the book. What we are reminded of is that if seen in historical perspective our days of rage are unique and in many ways a thousand fold more complex than anything yet seen by man. Nothing in our day is simple or to be sluffed off as the rantings of an insane minority. The issues and rallying cries of today are just as likely to bring down the state as those of

KMSC Radio News

Beginning Monday Nov. 30 and ending Friday Dec. 4, KMSC (campus radio, 650) will be airing the documentary "Klondike." Five half hour shows effectively dramatize the extremes to which the search for gold, wealth and status pushed those who took part in the Klondike gold rush.

With the use of original music adapted specially for "Klondike", author Pierre Burton brings to life the magic and terror of the gold rush of the 1890's. "Klondike" will be aired on KMSC Nov. 30 to Dec. 4 at 7:30 each evening.

On Tuesday Dec. 1, KMSC will air the featured album of the week, "2001: A Space Odyssey," at 6:14 p.m.

Support Moorhead Independent News

MSC Student Senate Does

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the 19th Century and stand a 9000 chance of doing so unless grievances, real or imagined, are acted upon. Such are the lessons of History.

To those of you who like to read current political works there are now many good books to be found on the 1968 elections and the Kennedy years in the MSC library.

ONE QUARTER RESIDENCE HALL CONTRACT

The Housing Office has announced that a dorm contract on a quarter basis is available to all students who have completed six academic quarters. Both single and double rooms are available.

	Double	Single
Winter Quarter	\$284	\$318
Spring Quarter	\$269	\$303

Contracts are available from the Housing Office in Ballard Hall

CHEATING (Continued from page 1)

EDITORIAL

move, this cheating does not seem aimed at beating the system, but rather aimed at succeeding within the system.

Therefore, while cheating is obviously wrong, let us examine this particular type of cheating and that is the unfair advantage of these files maintained by Phi Sigma Epsilon. Such a system for cheating penalizes among others those who do not wish to join a fraternity, those who cannot afford to financially or due to lack of time, and those unable to the fraternity for membership and here we resist the urge to comment on the standards they might use for such judgement. It constitutes undue hardship on many students who are already burdened by attempting to operate in an educational complex that at its best seems to be a sadistic maze and at its worst seems to be an exercise in trivia. The student who is working forty hours a week, carrying 16 credits, and laboring to maintain a C average might well resent the fraternity filing system to put it mildly. It is obvious that anyone who can study all exams given by an instructor for three years is going to have a tremendous advantage. The exact repetition of an exam is not necessary; a predictable pattern is enough. It would then seem obvious that in this sense Phi Sigma Epsilon has cheated everyone not a member.

Secondly, the standards that the Greek system is supposed to represent . . . that of leadership, honesty, integrity, etc., have now been slandered by Phi Sigma Epsilon. The entire Greek system is now open to scrutiny. Are other fraternities and sororities engaged in this practice? Anyone presently a member of the MSC Greek system is now under a blanket flag of being viewed as a possible cheater. Good grades earned by fraternity members who never made use of such a file may now be viewed as having now been earned through dishonest methods.

Thirdly, most instructors base grading on a curve. If a number of Phi Sigma Epsilon were in one class, it is possible these test files enabled them to raise the curve thus adding to the unfair results of such practices.

Next, while the administration may not be aware of this situation and hopefully will not condone it, it seems now that they should immediately launch an investigation into this fraternity and its practices. We would further suggest that the members of the Greek system on the MSC campus should be involved voluntarily in such investigation. Any individual found to be guilty of cheating as defined by the State College Board should receive such punishment as cited in their regulations. Until such investigation is completed, all members of the Greek system might well suspend their participation in any office on any committee on campus.

We urge the administration and Student Senate to act promptly in this matter. Bungle as in the E-Quality situation must not be allowed to occur again.

FOR SALE - MATTRESSES - The Housing Office has a limited number of distressed mattresses at \$7 a piece. Inquire at the Housing Office in Ballard Hall.

Robert Littlefield, Fargo freshman, sees the main issue in the Senate race as a need to establish priorities. Concerned with the "nebulous" nature of his answer, Littlefield further elaborated by saying that the Senate's responsibility is to assure every student an education, to establish student jurisdiction over the control of money and where it goes. Littlefield expressed concern for the fair representation of all students and said he's "very open minded."

Having always had an interest in student government, public speaking, and college problems, Littlefield has entered the Senate race because he feels he has "something to offer."

A speech-theater and English major, Littlefield is trying to generate some excitement into the race and get out a lot of votes. "This year," he said, "is an important year." After last year, things have come to a head and this is the year to decide where we're going.

According to Littlefield, student power has been deemed as something violent, where it could be instead an education. In terms of the Senate's role, it should make sure that students who are here to join organizations are both guaranteed a learning experience without infringements from the other side.

When questioned about the HISC, Littlefield said that it should have the "power to investigate, but criteria should be set up." If we believe in the First Amendment, we shouldn't have to worry about anything they might find.

Littlefield was unwilling to take a stand on Project Equality and what should be done about it. He attended the hearings, has been talking to the students and is still formulating ideas. All ideas have to be considered, he said.

Pepper Wendorf, New Brighton, Minn. freshman, is running for a Student Senate position because she would like to see the Senate get more politically involved. She classified herself a liberal, at the same time noting that liberal is "sort of a cop-out."

Miss Wendorf feels the Senate should have a greater voice in allocating money, especially the activity fund. She would like to see the establishment of a financial board, judicial board and a permanent grievance committee.

The grievance committee would be available to groups such as the E-Quality students. She feels that as far as Project E-Quality goes, those involved should say who gets what. Before taking any stand, she is waiting to hear Clark's alternative.

The judicial board would rule on problems of student conduct.

Other issues on Miss Wendorf's platform include the establishment of a day-care center and a bail fund.

She is "violently against" the college opening its records to the HISC.

Tom Ehrenberg, junior from St. Louis Park, Minn., is independent and wants to be seen for himself, not for any campus group or party. He is running for a Senate position because he wants to be involved. Last year he was vice-president of Ballard Hall's Dorm Council and worked on a committee for a co-ed dorm facility. Ehrenberg said he "loves to interact," and the Senate allows a great opportunity for doing so.

He hates to be classified and reluctantly called himself an open-minded moderate liberal.

He felt that the college had "no business" turning files over to the HISC. He feels the house committee is an unstable one which few people know anything about. In the future, he feels the college should refrain from opening its files to outsiders.

Ehrenberg is strongly backing President Tom Clark's alternative to Project E-Quality, which will be an overall scholarship fund. He said that most of the minority students he has had contact with had no grievance with the current E-Quality program.

For Ehrenberg, a sociology major, the Student Senate should be representative of all students, no matter what. It should be open to all ideas and suggestions. Student power, according to him, is the power students

use to obtain their goals. The Senate is the exercise of that power within the system. The system should always be tried first and if that breaks down, other peaceful means should follow.

Keith Paulsen, running for at-large senator, said that the Student Senate should be aiming more programs now at the students. More open-minded people, he said, should be elected to change a body in which there are too many coalitions.

Describing himself as an "open minded" liberal, Paulsen said that his primary issue would be getting the student senate more in line with the student body. Another issue that Paulsen will give high priority is that of 24 hour open house in dorms that vote for that policy. He believes that the Senate can be influential in working with the dorms for a change in open-house policy.

In "the land of the free," Paulsen said, no one should be concerned with who is speaking on a campus. But, he said, the release of information to anyone, including HISC, should cause no concern, for students should not "be ashamed of those brought on campus."

The Student Senate, according to Paulsen, should set up meetings on E-Quality so that so much will no longer be left in the dark. Paulsen favors the program, but fears there has been a "type of backlash against it." He attended the open forum on E-Quality sponsored by the Senate, and has talked to two minority students about the program.

Paulsen thinks that students should have more say in the curriculum, and should be free to "question freely without backlash and instant paranoia on the other side"... that is, the faculty and administration.

David Velde, candidate for at-large-senator, said that he is running for the post because he is interested in politics. As a senator, he said, he would like to do something to bring about constructive changes. Calling himself a "moderate liberal," Velde said that he was backed by COPE -- the Committee on Pollution and the Environment.

With regard to the E-Quality program, Velde said that it is an area in which the Senate should form a committee. He claimed that there was a need for a full investigation, saying, "There are too many false statements going around." Although he had not yet spoken with any minority students about the program, he said he plans to do so on Monday.

Velde said that student power is the degree to which students are able to participate in the events on campus. He said that he is concerned with giving the students a voice on the curriculum and the grading system. The candidate said that he would raise more issues in the future, citing in particular the need for "more orderly" student senate meetings.

Lori Bryan, sophomore from Paynesville, Minn. is running for a position on the Student Senate because she is "sick of people griping for change who don't work for it; because the "senate is the only way you can work within the system" to benefit the student and because she wants to see how much power the Student Senate really has. Miss Bryan says that many present members of the Senate "just sit there." She feels that when you're on an organization like this you have a responsibility to say something.

Miss Bryan, a social work major, enunciated some views on student power. A student who pays great sums of money to attend college, she said, should have greater leeway in planning his own program.

She advocated more independent study since, by the time one reaches college level, he should be ready to destine his own future. "She feels that "general studies courses

are ridiculous."

The Student Senate can be one channel of student power. However, "more force could be used." She feels that many are scared by the administration. The senate should take a stronger stand on Project E-Quality since it's a problem of human rights. Power should be "in the hands of the students as far as academic freedom goes."

The funds for Project E-Quality should be more of a scholarship with the administration dealing with it only in an accounting position. Miss Bryan would have the recruiting done by students. She said she knows very well the feelings of the minority students. Project E-Quality will be a major part of her platform.

She said there was little one could do about the HCIS. People don't realize the implications of the committee, which, according to her, is "one of the greatest holds on freedom of speech."

One of the candidates running for senator-at-large is Neil Johnson, a "leftist liberal tending toward radicalism." Student power to Johnson means that students have some control over their lives while at school. Racial and monetary problems are the main blocks holding Project E-Quality back. These things, according to Neil, must be eliminated. Johnson feels that the majority of students have similar political feelings and that he is willing to discuss issues and problems with any student.

SOCIAL SCIENCE

In the race for the Social Science position the incumbent senator, Rod Halvorson, feels that there are fewer issues than there have been in past elections. Senator Halvorson classifies himself as an "Independent Leftist" who feels that in the past he has been an effective and hardworking senator. When questioned about Project E-Quality, Halvorson called the Project too "paternalistic in its attitude" toward minority students. "It has," he said, "been administered poorly, and should be improved or changed." Another issue is the college's compliance with the House Committee on Internal Security in sending the names of radical speakers to the committee. Senator Halvorson said that, "Free speech was impaired or could be impaired by the results of this committee. To Halvorson, student power is "students controlling their own lives at college" with the student senate acting as a "catalyst for student power."

Also running for the Social Science position is Janice Jones, a sophomore. Miss Jones considers herself an "Independent" who is running for the senate to combat apathy in the student body. Student power, to her, means that students have a voice in the decision-making on the college campus. When questioned about Project E-Quality, Miss Jones said that more funds and more student voice in control of the Project are necessary for the Project's effectiveness. In reference to the HISC affair, she, like Halvorson, feels that free speech may have been impaired.

BUSINESS CANDIDATES

Two students running for business senator are Allen Gundberg and Tom Schroeder. Gundberg, a "liberal", and Schroeder, an "independent" are two candidates in a field of four. Gundberg, who has the backing of the Student Business Association feels that student power is defined as "students having power to control their lives at college." In regard to project E-Quality, he feels the issue will not be touched by many candidates. Both Gundberg and Schroeder are looking to student body President Tom Clark and minority students to come up with an effective plan for Project E-Quality. The question of

(continued on page 11)

WHATEVER HAPPENED TO PROJECT E-QUALITY

THE INSIDE STORY

by Carl Griffin, Lois Selberg, Leo Rosenberg, Gloria Thompson, Abner and Santos Arauza, Val Maxwell, Billy McCann, Cynthia Wilson, Lynce Dobbins, Lee Elder, and others.

AS TOLD TO S. HEYER

Racial minority students -- black, Chicano, Indian -- have been attending Moorhead State College in considerable numbers only the past two years. Before that there were always one or two on campus but never in any noticeable situation. This is their story.

Carl Griffin/January 1970

"The students were not told exactly how much it would cost them to go to school. In fact they were misled. That first summer (1968) we sent out letters to the prospective students. In effect they were told 'You don't have to worry about it, the college's going to pick up the whole tab.' The whole tone of this letter was that 'when you get up to MSC, you won't have to worry about this.' They weren't told that they would have to be on work-study (and would not receive their first paycheck until Nov. 15). Nor were they told that most of their money would come from federal government Economic Opportunity Grants, instead of four-year scholarships. They were not given 'an accurate description of how much it cost to go to school. I went through my own books ... fairly detailed ... and came up with another \$200-\$300 over what the Project described. I dittoed off a number of copies and they were somehow washed into the drain.'

"Writing communications to the kids on this matter were superficial and uncommittal. That this and this would be needed the first week and that they should have some change on their own was not mentioned. Because their first work-study check would not come until Nov. 15 ... 'therefore bring this much cash with you for two or three months.' The students weren't told these things. Maybe it was because of the 'fear of losing students. It was rough recruiting students -- we started way late -- beyond the other schools. Dave Anderson said, don't worry about it (money), we'll take care of it.' But they didn't. 'The first thing' the new students encountered in 'the dorm -- guy says we need \$3 for activity fee. Hey, what's this? The students were very angry.' They had several meetings about finances with the Project. These meetings were very heated.

"There were some students who left jobs to enroll in this program -- who were kicked out -- and now are back on the streets without jobs or college.

"To everybody else -- hers was just one of many stories. There was this girl who was highly 'dissatisfied ... thoroughly disgusted with the money situation.' She and Selberg used to go round and round that fall ... 'I did, I didn't, I did, I didn't ... say that ... never could agree with Selberg' One time 'Lois

apparently recommended, in her own nasty way, that if you don't like it here, go some place else and I'll help you (leave).' The girl felt double-crossed and was highly suspicious of everything said from then on ... she needed a coat and gloves ... none of these things were provided. To Selberg it was incredible that someone didn't have a winter coat -- but she (the student) didn't have the money. This girl 'left' at the end of the 'first quarter.' I saw her this summer (1969) ... she wasn't particularly doing anything ... didn't have a job or scratch ... nothing's really changed. Just existing ... a little more bitter after all that happened up here.

Minority Studies Classes: (These classes are set up for minority students only. That first year ... 1968-69 ... they ran for three quarters.) "The students were 'only required to take one quarter. Some dropped out of the seminar. Others tried to ride the waves more or less ... noticed an incredible sort of brownie system in there ... no cause to leave (if you were) in her favor. Others transferred to Leo's or Elton's classes ... but nothing was settled about that seminar. If so, I am not aware of it.'

"Ours turned into a little English class, grammar, spelling, punctuation ... materials in the library ... one of the better things she did. But somehow it didn't go on the college level. If I were a student in that seminar, I would have felt I was a dummy and that I don't know anything ... that's the point she was starting from.

"Leo Rosenberg, Elton Hall, and Arnie Johansson taught the other sections of the seminar. Leo started from the point ... this is my impression ... that students have ideas ... these are some theses ... students work with them in their minds and put them on paper to see how we can communicate. He came off with some fine papers in that class. It involved the input of students.

"Elton Hall and Arnie Johansson ... they might have gone even further than Leo. Two short readings by LeRoi Jones -- 'The Dutchman and The Slave' and 'Baptism in the Toilet' were used. Selberg ... she more or less had her opinions on what was happening in these plays ... just as opinionated as the students. She held discussions, quote, unquote ... a literature class where the teacher tells you about Robert Frost and a little short quiz is given to see if they read it ... rather than to get their ideas. Elton had the class take parts and act out the play: to find out where their reading is at and found some very fine readers with good acting ability. (The second quarter) self-critics ... rated each other ... decided what to read. Spring

quarter -- we're not going to plan anything. Classes in evenings once a week. Required two paper (for a) "C". Some wrote some very fine prose (Cynthia Wilson). Book reviews -- Nat Turner. Called in their own speakers -- campus white liberals and radicals ... what do we have in common ... I signed up for the class. Everything was voted on by the class."

Conflict in Classroom: (Griffin had a role in Mrs. Selberg's seminar that first fall but dropped out before fall quarter was over.) "I didn't think there was any particular thing for me. Anyway I could move. I felt I was being rised -- trying to explain away -- to cover up for their (The Project's) student counsel."

"Seminars -- first week met with Lois ... how we're going to move in this seminar. Had some ideas of my own ... no experience on Africa but had a whole Summer Institute on Africa -- take notes -- get points across on lectures. My small part that first quarter was only about four days ('Carl do "his thing" now -- we'll listen to Carl today'). I did sit through. There were differences in thoughts between us right there."

"Felt like (I was) being pulled between Lois Selberg and students and I didn't particularly like this position. There were political viewpoints. I listen. A sort of repression thing -- which kids didn't agree? ... not on program itself." (The others said to me), "Well, Carl, you heard what she said. You know what things are like. I felt like I was being castrated."

Selberg and Griffin tried to work their differences out. "(She said) ... let's try and organize things.' Somehow things weren't resolved -- our little teachers' conference. Thought nothing was ever going to get resolved as long as I stayed. We never would get together. I felt maybe it would be better if I left. We couldn't seem to articulate them (our ideas) to each other. I felt mine would have been dashed over to appease me. Let it run her way ... maybe it wouldn't be best class in world ... but for the students ... they would have to work itself themselves with her ... Work through me ... work through her ... that's not my way."

"I left in a strange way. I just quit coming. I didn't think it was accomplishing anything. It didn't go in direction planned. It was supposed to be orientation to college with emphasis on the black experience."

Carl Griffin did not participate in the Project E-Quality Program, on a formal basis, after that. Asked why he did not bring these things up -- to the rest of the student body or to the other minority students, he said,

Lyneice Dobbins

Fall 1969 and Winter 1970

We aren't allowed to be individuals
That is my major complaint.
As far as I'm concerned
the Project as a whole has done nothing.
They can hate me as long as they stay out of
my way.
The Project has shown white people we are
just like they are -- eat, drink, sleep.
There's been more respect for black students
She's very close to all of us
both to the Project and to the students
She's Lois and that makes a difference
Carl -- Lois called him a "pet"
Program very idealistic
I think he got pretty disgusted
with way it was run.
She's all right, I guess.
I don't want to say anything good/anything bad.
Maybe it would be best if a minority--
runs into problems only a minority person can
handle.
In a sense she's dedicated to the program --
At least she seems to be.
They were only responsible
for getting me up here.
Kinda dropped me.
EOGs.....
Who eats at 6 o'clock?
Who comes from Chicago
and goes to bed at 10 p.m. !
Most
You dress too good to be poverty-stricken.
They don't expect us to live like other students.
Extra soap -- Cough drops when we get sick
Medicines -- they don't
Soup on a cold night.
We're supposed to be underprivileged.
Even Lois doesn't understand this.
We were warned students on the Project
can't wear expensive clothes, because it
will upset the attitude of certain white students.
They want to bring us out of our homes
to this desolate place.
What she wants us to have
is more patience and understanding.
This is what Lois wants us..... to do.
We have to live up to their image.
We can act like we are.
We can sit around.
Can't buy things like others.
We can't skip classes.
We can't be in a sense too militant.....
That jeopardizes.
I've never really told.... What am I if I can't
express my own opinions and thoughts?
We're representing whole black race up here.
You just can't say it -- This is mistake
most white people make up here.
We have always to be suspicious in dorms
Know what I'm saying
which most girls don't
It's not realistic (necessary to push racial
issue all the time.)
Still has to be a racial awareness.
To look over it.
It's very important that they understand
racial issue for what it is.
They never told me this was way up
here in the hills. That they get
9" of snow up here.
If they had told me
I had never really dreamed I
could go to college.
Then when I got here I hated
the sight of it. No. Didn't come
Younger. Away from home for first time.
Your mother.
Then I realized I really
wanted to go to school.
It was rather hard -- but I see
now it is worth all the trouble
I've gotten to get along
I know everybody
I knew which teachers to take.
I don't think I could ever
really like Moorhead.
I come from a big city.
It's a nice place to go to school
All you can do is study.
Education -- I want to teach
young black kids
Either that or I'm going
to teach history.

"I gave up. I don't think things worked out.
I was thinking about personal security...
got lambasted. Could have got students to-
gether -- if we are dissatisfied with seminar,
start our own. Too wrapped up in our pro-
blems."

Additional Financial Problems: "She (Mrs.
Selberg) told me she did not like being their
Miss Anne. She's naive. She couldn't tell
which were the soakers and which were the
legits." (There was a \$2,500 fund) "to de-
fray emergencies... supposed to be this
extra-cushion... EOG and Work-study do
not take care of all of your expenses while
going to school."

Reform Within the Program: "There were
problems in the program overall organiza-
tionally... 'worry about where next dime
comes from'... started too heavy. Still,
when kids have outside problems, dealing
with that program -- it takes away from
their effectiveness in learning."

"Year's end (Greg Reed) -- interviewed
each student... there were some that we
know were just not coming back... alterna-
tives -- trade school... maybe some way
could have assisted them. Rosenberg talked
to Dille, 'You know, do what you can.' He
was more or less having his own problems.
"that concept to assist students never got off
the ground. Our fault, too. It was more or
less the last effort to redeem some of the
program -- They (the administration) didn't
seem to be all (that) concerned about it. I
remember Leo -- at senate meeting -- 'I
think there are some problems about the pro-
gram organizationally.' Everyone took this
as personal assault on Lois. A lot of changes
could have come about for this year (1969-
70), if they had analyzed some of these
things."

Mrs. Lois Selberg/October 1969

"I'm very well satisfied with the fair. In all
it went really very good. Not just the money.
I have a strong suspicion... it seems to me it
was a very good device for community relations
for the Project... 90% of the businesses we
contacted gave contributions... apparently en-
thusiastically. This is a real indication to me
of the acceptance of the goals of the Project in
the community. Faculty-wise -- and a number
of student organizations -- put in hours in it;
there must of been at least a 100 people who
worked over eight hours each."

"The attendance was well over a 1,000... we
probably could have handled a 1,000 more.
There were very few MSC students there other
than the ones working in the booths. The stu-
dents working told me they were disappointed
that more students didn't show up. They... I
really don't know... other than that many peo-
ple go home on weekends; maybe the fair did-
n't appeal to them; maybe there was a lot of
competition that weekend -- maybe a lot of the
students were in the Walk for Development; the
the weather was bad (it snowed); Concordia
College's homecoming; a vets' convention."

"We took in over \$3,000 and have some bills
yet to pay. We think the net profit will be a-
round \$2,000."

"A number of community people were invol-
ved. The Mexican-American Youth Organiza-
tion got together and set up a tamales stand
and sold over 200 dozen tamales. They were
dressed all in costume, have just 10-12 mem-
bers... this is interesting, I think... perhaps
a difference between urban and rural cultures.
The cooperation, the spirit, it came off with a
a good deal of spirit because of the attitudes
of the people in the Mexican-American organi-
zation."

"A recognition, a need, an obligation to do
this type of thing exists. Doesn't look like
this administration, this Congress... doesn't
look like they'll be doing anything right away."

Funds: "... 25% comes from local sources
... very helpful the \$2,000 raised from the
fair... no longer in a state of emergency...
can't give an exact figure of students in the
Project right now... expelled, suspended,
withdrawals... some people coming back win-
ter quarter quit before... want to come back."

"The total budget this year is \$22,000...
\$7,000 from the MSC student senate, \$1,000
from a doctor in Fargo, \$900 each year from
a foundation for four years, several \$100

pledges from faculty... faculty contributions
are very good... need another \$2,000 rest of
year, reasonable; if we work hard, you can
expect to get it... perhaps a Faculty show in
February."

Scholarships: "The state has some for low-
income students first time this year... on ba-
sis of need... the higher the need, the more
the scholarship. Need becomes greater at
private colleges because cost is higher there
... doesn't really help the state colleges much
... has turned out to be subsidies for private
colleges. We have some students but not as
many as private colleges. State college tui-
tion rise is supporting the private colleges."

"Chance this kind of support may increase."

"Federal support has not been adequate but
grew very fast over a small number of years
... past 10 years. I really don't think this
has great value -- local involvement is better
... if state and federal government funded
completely -- welfare syndrome... which is
bad... might get welfare syndrome."

"Resolved before the fair I would never say
'please' again, begging, at a point it gets
just too hard... those people who are all talk
and do not give a dime to the Project... it's
sick. Interesting that the community supports
it better than MSC student body." (Why have-
n't students been more involved?) "... have
been taken up with fair, we have been so busy
haven't had time to get to student body...
haven't done a good job of communications
with students."

"You cannot criticize Dille for this. He has
made speeches all over downtown. There is
good community rationale now with the Pro-
ject... no roadblocks are being put in our
path... no enthusiastic support either. But I
think you have to realize the situation up
here. We have had a lot of real, good, hard-
working people helping this past year and
this is all you could expect from this commu-
nity. You can't expect to convert them all
... a terrific amount of hostility when Pro-
ject started and this has changed... a major
step forward. I'm inclined to be optimistic."
"There is a limit to what the faculty can do
to get students aroused. The faculty and I
won't go out and arouse the students--that's
the job of black students but it's expecting too
much to put this burden on freshmen.
Students are retrenching this year... some
logically resent being used to educate the
white student."

"We cannot be going out and giving speech-
es on this when we have minority students
right on campus. That has its limitations.
I never want to pretend I speak for the mi-
nority students... am the expert... that's un-
tenable. And yet you put a tremendous bur-
den on minority students. You must remem-
ber this was their freshman year last year
... to saddle them with this responsibility of
doing this, of educating the white student
community as freshmen."

"However, this year there's a greater pos-
sibility of doing this."

The Project: "We have made some pro-
gress over last year. The obvious mistakes,
some of them we were able to avoid... naive
at the time... most people are when they go
into this. We had a lot of help from Dr.
Condell... and a lot of luck. I shudder to
think of the way we handled things last year
when we rushed into this. We avoided, were
lucky to avoid, some of the obvious pitfalls."

"We started the Project probably because
of what was going on around the country...
the overall civil rights struggle... and per-
haps because of the black demands... our
own heightened senses to the problem over
what we felt just a few years ago. The as-
sassination of Dr. King made it more dra-
matic and immediate. We had had a comm-
ittee organized... under Neumaier who
actually started it... he started lots of things
... he resigned... but before he left had had
two meetings. When Dr. King was killed...
ordinarily it takes about a year to set some-
thing like this up... we decided to go right
ahead for next fall (1968). This was April-
May... three months away. We got a lot of
community heat on that."

(continued on page 8)

November 19, 1970/7
Dobbins

Interview with Leo Rosenberg, former faculty member at MSC, Fall of 1969:

"First of all, I do not believe the program even exists anymore. I think the program's dying out and is being phased out by the administration.

"I do not know what the program is supposed to be doing. No one knows. The program has never been clearly defined to students, faculty, community, the state college board, the legislature. What might it be? ... (1) bringing students from disadvantaged groups ... from shady backgrounds but with college potential and providing special training, counseling, guidance, money, (2) racial, to increase the racial balance, (3) to create a more cosmopolitan college.

"It's (instead) a subterfuge ... appearance of a program while not being one ... not beneficial to students in it or to community at-large, because not developed by community at-large. The program was developed as an aftermath -- an emotional kickback-- to King's death ... majority regret. All of a sudden you have a program ... what do you do with it? Now they are taking a second look -- it's not so good, so they want to phase it out."

The Program: "Having 50 minority students, less than 1% of the student body, on the campus, is nothing spectacular. But it was a start. The program as 'idealized by Neumaier --- Neumaier's program --- was to increase the number by 50 to 100 to 150. This has never been explained."

Financial Difficulties, other Problems: "It's terrible publicity to drop a bad program. What are you going to do with them? No money. Who do you go to? State supported ... if advantageous to the college and the student body ... that the state should fund it. But after that year (1968) legislatures weren't for anything. So nobody knew what to do with the program."

"The students ... nobody really got anything. They got their money from the G.I. Bill, Work-Study, loans, Bureau of Indian Affairs, their own money ... So, it (the portion of the funds from the Project) became a charitable affair -- I don't think that's something to boast about. This is a stale institution.

"So, what do you do with it? Everyone's scared of the community ... and even of the college students. Taunts, provocations. Why not have the program ... do it quietly ... as far as we're concerned black students don't exist ... give them what they want ... keep them from other students ... In five years ... my God, these people have been here five years and they aren't all bad. Only it didn't happen that way. One of the most blatant examples of press censorship came Saturday/Sunday that spring in the shooting incident. In the papers Saturday ... check and see what's there Sunday. People knew what happened. The only way to relieve racial tension is confrontation on the ideological level ... ideally, a courageous explanation by the President to the community. No thought for this. And now nobody wants to think about it. So, they have a convenient excuse -- 'too fast ... cut off friends' ... all these charitable people.

"Have you ever seen the President ... at convocations/press conferences ... ask to make it a state program? This idea that he couldn't get the money is just an excuse ... 30-40% left the first year, no explanation of why they left ... who keeps tabs? How can we afford to turn away 30%? Why did they fight tooth and nail to eliminate these students (the trouble-makers)? Why have they hidden the program from everybody?

"Why are they coming here? Did it give people special help somewhere? Remedial education? An increase in financial aid to financially disadvantaged students? They got nothing socially. Nobody's done anything to make them feel at home. Are they trying to build on the program? Why discuss -- why not take in 50 disadvantaged students? What is the program? What are we doing educationally?

"Why isn't the faculty discussing this? This would help us improve our own student counseling. Only 7% of college enrolls from bottom 25%. What are we doing? You want stu-

dents ... it's easy to find students. Indians up here, migrant workers, plus there are a lot of poor whites who should be in the program."

Administrating the Program: "Let's support Lois Selberg. Well, hell, she's worked hard. Everytime you talk about Project E-Quality, you're picking on Lois Selberg. Maybe it's a shame she's working so hard for that program. Why is it that Lois Selberg does everything in that program ... counselor-teacher-financier? Could anyone in this whole school run the whole program by himself?"

Carl and Mrs. Selberg: "Carl Griffin was supposed to jointly teach the class with Lois ... only she was kind of afraid of him. Lois didn't want to talk about that. Everytime Carl would open his mouth ... 'you're undermining me.' She drove him out of the program ... embarrassed Carl in class ... he was 'always inciting students, causing trouble.' Carl asked questions.

"Those are the people who care." Reform: "Nobody keeps records here. So dammed top-heavy with administration. How do we keep it out of the newspaper ... black paint on President's car, sugar in Condell's car. It exists in a never-never land. Students know they can rely on her as a crutch and she uses that knowledge. What's going to happen? Kids going to go home? The President's going to call another press conference like he did with the Mystic? If a child can't go to school, you shut him out. Free tuition in N. Y. -- who cares about that in Minnesota?"

"There should be a definite commitment to 10%--absolutely free ... completely subsidized ... regardless of who they are ... counseling help and remedial. Last year, Condell -- 'If you don't like the program, get out. I move we give a show of support to Lois Selberg.' It passed unanimously. That was the end of it last year. The question of work-study wager --- the meeting was adjourned in the midst of the motion. Graduated tuition--tabled in November ... nobody's mentioned it since. President of the Faculty Senate -- 'We're putting out fires.' Their philosophy --- cover up.

"When you try to talk about Project E-Quality, you don't."

Gloria Thompson/Winter 1970

"Once I saw a black man with two children while walking down the street ... driving by ... once. A Rev. Tront spoke to my high school six years ago during 'Faith In Life' Week ... I can't remember if it was because of racism or Christianity.

"It enforced my beliefs more ... to know that racism is quite prevalent on the MSC campus. Talking to black and white students I know that racist comments are made, that whites threw beer cans at the black students as they crossed streets ... that they tried to hit them with their cars ... racism is quite alive on this campus.

"I never knew any of the black men -- or women. I wanted to know the black girls--but didn't know how to confront them ... afraid to ... afraid of being called a honkey ... on the defensive. They, too, were on the defensive. Tensions. Black people were used to being fucked over by white people ... they can't afford to trust white people in this society.

"I went to the Primer for Honkies ... attendance, at most, 10 to 15 white students. We discussed obviously, racism ... some of beliefs of Black Muslims ... we just rapped.

"One day, one of the girls said, 'why don't we meet for coffee.' Another time, 'hey, let's go rap about racism'. We drank a few times ... went out for lunch now and then. I can tell her my hangups and she can tell me mine. I wasn't hurt the day she bit my head off ... I was frustrated ... My racism was kind of the idea ... was the comment that 'I don't know anything about people' ... it was subtle racism ... comments that are always made in the white community ... so subtle it is a part of you ... because you grew up in a sheltered area. Given a chance to confront human beings on human terms, color ends, people begin. You see it (racism) in the me-

One minority student was called up and asked if he would participate in an interview about Project E-Quality. He laughed ... and laughed ... and laughed ...

dia. You really don't experience it. Finally it hits you at home -- when you realize why you're not trusted.

"I don't like this interview. They're going to read this and feel they're in a zoo.

A Short Story: I remember going, as part of a school group, once, to visit a Hutterite community ... a religious group ... Christian communal living ... never cut their hair ... long dresses ... serious about their religion their life style. It was awkward, we were uptight. Then one of the Hutterite men said, 'Instead of feeling that you went to the zoo, we feel the circus has just come to town,' and the tension broke.

Racism is one group refusing, too incredibly to believe another group of people is human ... has own individuality ... eating and bathing and dressing and laughing, jumping up and down, having children, going to school. How do you bring the walls down?

"Maybe you don't fight racism consciously with a Project E-Quality ... but just with having students there. I think the Project was really needed ... I hope it sticks around because this area's too safe. It's good for the community to squirm a little bit, to do a little soul-searching ... to confront people in the flesh. This community wasn't supposed to be racist ... but some black students came up here and found out its blatant racism.

"Those questions are being asked now, but Project E-Quality, as a Project ... an official body, isn't answering them ... the stereotypes are coming out ... 'send them back' ... shit like that ... one purpose of Project E-Quality is to put (these) people up against the wall. I don't think Project E-Quality is doing that ... it's a nice, middle-class, white project. The shooting incident -- was it a racial incident? NOTHING BUT. Cars had been swerving strangely at them, racist comments, beer cans ... two black students were waiting in Snarr Hall for pizza ... two white guys came in ... drunk ... 'Hey, I know what your name is -- you're Tonto -- aren't you?' White: 'Can I have some pizza?' Black: 'In no way.' The black students needed some more money to pay for the pizza and called upstairs to their friends. The whites thought it was a call for reinforcements. They called for help ... 'ding-a-ling ... we are going to have a fight. Yoo-hoo!' Within minutes there were 20-25 white guys and six blacks. 'Come on get him' -- one white student kept taunting the rest of the whites ... acting like a cheerleader ... racial comments from black students afterwards: 'The numbers are against you, you can't fight with just words and a fist ... in this country ... Something that had damn well better be realized -- blacks going to blow this country. They don't like the thought of being annihilated by the National Guard ... We don't always need guns, we've got matches.'

"After ignoring the black students for all year, some white students now offered to walk with the black girls to classes, because they were scared. The black girls were suspicious ... and afraid. 'Beware of the white girl with the proverbial smile.' ... 'There's another white honky who will let me down.' Immediately the black women are suspicious of the white women ... 'white women edging up close to get at our men.'

"It is a new experience to be called a honky ... to not be trusted because of the color of my skin. Multiply this 500 or 600 times and you begin to see what it's like to be black in this country. It is a strange feeling ... being securely white. It is no wonder he's hostile. You're a honky, you're white, and 'I don't trust you.' It's hitting back ... the ultimate outcome of racism. You live alongside us, not necessarily with us. ... but I don't particularly like to believe that.

"All humanity on both sides has failed."

(continued on page 9)

Racism: "They've got to face it. It's very unrealistic to believe it can be erased very easily. This is why black students used to withdraw from school. We can't keep the population from being racist. There is no protection against racism."

Project E-Quality: "There is satisfaction from attending school. There is always the problem of losing what we have. I see it as very successful. Maybe the goals were not set high enough. Demanding of the legislature won't work... not really any way of getting anything done... very conservative... they do hold the purse strings. I reject the criticism of me for not going to the legislature."

"I see it (the Project) growing bigger, but hate to see us lose what we have -- 46 minority students (who, if not for the Project), would not be going to MSC. Some might be going elsewhere... a lot more than most places... we are trying. (The group) is big enough so they support each other... before minority students turned out to be people's pets... they weren't attacked because they weren't in groups... I don't think that is healthy."

"I would resign if I didn't get a vote of confidence from the students."

Phased Withdrawal: (The idea of having 50 students the first year, increasing it to 100 the second year, and so on)... "we tried to set this as an ideal... there was some talk in the faculty committee meetings about setting an idealistic goal of adding 50 new students a year... before we knew about cutbacks in financial aid programs and increases in tuition. They can get by... not too easily... but pretty normally... as many as we can possibly afford is the number we'll increase the Project by each year. The Project is still subject to ruin from any number of pressures."

My Role: "Work expands to fill the space... I sometimes wonder... my choice... when I'm advisor for everything, I tend to dominate."

Carl Griffin: "Carl was my work-study assistant for my seminar... fall quarter... tried to get three graduate assistants last summer (for this year). You're the teacher... the leader... you want it your way -- not interested in going on it, with it (any other way)... (there was) no disagreement. Carl just drifted away... very active when whole program was being planned."

Reform: "The program is too small for a full-time director."

The Shooting Incident: "Very tense... last winter... first year... everybody was afraid... and last year (1968) was a great year of upheaval. The three students involved... all back winter quarter this year... good attorney anyway... handled by Conduct Committee."

Finances: (What funds -- kids are tired of being accused of getting a free ride?) "... the students are receiving financial assistance to the extent necessary in each case."

Recruitment: (Some 65 students applied for Project E-Quality this year -- 1969-70 -- how did you pick the 21 out of the 65 who were accepted?) "... 21 well-qualified students... in a choice between the student, say from Minnesota and the student from Mississippi... we choose the one who was less of an academic high risk... the one from Mississippi. Everybody, except one student, qualifies for Economic Opportunity Grants and work-study. One, from Atlanta, came with a scholarship. Six are from urban ghettos. The students this year are from Atlanta (1), Chicago (2 -- last year, 10... suspension), Richmond (2), Detroit (3), Mississippi (8 -- last year, 2), Minnesota (20), Montana (1), Illinois (1), Delaware (1), Indiana (1), Alabama (1), Texas (6), North Carolina (1). All wanted to return. Some had debts from before. Eight are on academic suspension... GPA of 1.6 after three quarters... generally caused by failure to go to classes."

Cultural Exchange Center: "In basement of Project TEST, 1722-16th Street, we have set up the Cultural Exchange Center. This is an area I want to leave alone... need their own place... under pressure... being stared at...

need a place where they can escape to. Last year they had a 'Primer for Honkies' on Wednesday nights. This year nothing... most are retrenching academically, concentrating on their studies. Some logically resent that they are to be used for educating white people

Finance Committee: (It has been said that the students in the program have taken over control of the finances. Is this true and what does it mean?) "Mr. Berg and the business committee -- four E-Quality students -- and Mr. McCune... particularly on loans... we have a special E-Quality loan fund to provide some loans which are more flexible than the financial aids office... we can give loans for more than \$50... these are still small loans... the committee makes recommendations on these loans... it is easier for the students to say 'no'."

Other Comments: "I have some reservations about talking with the Mystic... the Mystic (Mistic) has never supported Project E-Quality."

Abner Arauza

"In high school that elusive dream was to go to college. I didn't have the money. Fortunately I could run. I was one of the 10 best in the 220 in Texas (22.1 seconds), but I had a run-in with the coach. He didn't like Mexican-Americans. We had a verbal fight. After that he was cool towards me... he never did anything against me... then he was outright insulting to me. I refused to run in the regional finals. It was my way of getting back at him and the establishment of the school -- although I did lose. You go through your coach to get college scholarships. I always got the answer back, 'Sorry, we just ran out of athletic funds.' I managed to go a year -- year and a half -- to a junior college in Crystal City, Texas. Every summer we migrated to Casselton, N. D., and worked for George Sinner (a state congressman). He told me about a scholarship from Project E-Quality. I was interested because I no longer could qualify for an athletic scholarship -- I was completely out of shape... in no physical shape to run."

Finances: "I get \$1,000 from an Economic Opportunity Grant, \$525 from Project E-Quality (in-state students get \$300), and \$240 from Work-Study (1969-70). I'm satisfied with the funds. I'm not complaining. I've never felt comfortable getting something for nothing... the Latinos of the North said we were getting charity. Back home whole families live on \$25 a week. I've worked every day... had to drop .3-.4 credits... 15 hours a week on work-study and for a while 40 hours a week in a downtown shoe store -- to pay for hospital and car bills. That's the way it's always been for me. I'm more than happy because I wasn't expecting anything."

Project E-Quality: "I don't go too much for the way it's run. Mrs. Selberg makes all the decisions -- not entirely her fault. Sometimes she's too easy to work with. A lot of students just don't come to the meetings. But how can they? ... the least Mrs. Selberg could have done was contact them individually."

"She's not a good administrator. She lets everybody get by with whatever they want to. She demands no respect from us. She's paid debts, personally, herself, to keep the Project running. We're we selling paper cups, she'd buy a hundred. Kids are borrowing her car. They use her -- car, money, grades... let me do this, let me do that. She's trying to be good, students at fault -- it is as if they know she doesn't mean a word she says. In a way I used her -- 90-95% of the people use her at least once in their stay at MSC. In a way I tried to point out to her that she isn't helping students... this kid needs help... are you really helping him? She said she would resign if the kids didn't support her? Wouldn't she expect my support (after all those favors)?"

Recruitment: "Some of the kids who wanted to come here couldn't. There were at least two Mexican-Americans that I know of who were not accepted because Project E-Quality did not have the money... yet some black students and one Mexican-American were

spending a lot more money than they should have. Students who left last year (1968-69) owed as much as \$400 -- had that money beer brought in...

"There should be more Mexican-Americans in the Project... more in contact in this area... there are more Indians than Mexican-Americans or blacks, yet the Project is decidedly black. I especially made a trip to a Texas high school... had 50 names... majority didn't fill out applications... two were rejected --- 'at least tried to get in and were somehow lost along way.' Two applied in summer and two were accepted. I mentioned this to her several times... never an excuse until the last time -- 'their grades were also involved.' I hope there are some pressures this year (1969-70) to get some more Mexican-Americans. We're not fighting over the white man's money. I don't know if she has contacted foundations for Mexican-Americans; she has for blacks. Another reason she has given for the low number of Mexican-Americans in the Project is that we're 'out-of-state' students. Well, there are more blacks in the program than Indians and they're from out-of-state, too. Twelve of the new students (out of 21) were from out-of-state."

Racism: "To me the Project is just as important for another purpose... besides money for education. Just once I invited myself to class... 'Latinos of the North... present another Mexican-American not stepped on.' ... If you can't do anything else, you can talk, accept every invitation. Project E-Quality encourages us to do things along this line. Mrs. Selberg and the administration could do a little more -- organize a panel in itself... not second to another event... two blacks, two Indians, two Mexican-Americans. I admit it could do a whole lot more than it's doing. They (Anderson, Condell, Traumann, Brown, Rochasch) could initiate a little more than they do. Among the students there are a lot of talkers and no doers... this is my opinion. I'm not talking about just blacks and Indians, I'm talking about Mexican-Americans, too."

Cultural Exchange Center: "We're all home in the center, or should be by now. We can vent our anger there and feel safe -- even if you're doing it to whites, in their face."

Other Comments: "I'm going back to Texas as soon as I can. I am so sick of this college Santos Arauza

"One of the guys from Project TEST from my home town wanted to go to school, didn't know where... money problem you know... we... Juanita and I... were presented opportunities... thought it was a pretty good idea. We were told that 1/3 of the Project would come from each minority group... which wasn't true. I saw Mrs. Selberg and within a short time heard that I was automatically in. I found it hard to believe."

"I felt it was sort of an experiment... they took us because they needed somebody. I don't feel bad about rising her (Mrs. Selberg)... I do my work and then study. Others don't work at all. 'Are you working?' she'll ask them and they won't answer. She goes away... is too nice. They get on her back... that makes me mad. We weren't raised that way... we were raised to respect older people. When she recruits students, she decides partially from the support the student's high school gives -- the kids from Alabama are sort of being watched over from way back there... it depends on recommendations from the high schools. Why did she let one student have so much money? I don't know. She should be more careful in lending out money -- I really don't know what to expect of her."

Val Maxwell and Billy McCann

Val: "MSC was a small school I had been in Upward Bound at Notre Dame and when they said I was in, I said 'that's cool.' It was a chance to get away from home, too. Glad I came if for nothing else than for experience of MSC... opportunity to crystalize myself, on life, to be objective, to go into my own

(continued on page 10)

bag. Isolation the black student faces here ... you're bound to come up with pearls of truth about yourself.

"It's a very worthwhile Project ... good intentions ... lot of potential. Needs a few more social situations. The social life is messed up psychologically ... black students in a white institution ... needs a few more human revolutionaries -- people liberated from fear, not afraid to associate with people, not afraid to interrelate ... less of rhetoric.

"Mrs. Selberg is a real groovy chick. Collectively whites are pretentious, racist-relating. She doesn't put on a front. She reacts as a person. If she's a racist, she could cop-out. How many people on this campus would go all out as she does ... think the deed is done when they've given \$50 or \$60?" (What about financial aids?) "That's personal." And she walked away.

Billy- "I don't know what they mean by 'poor'. They look at Abe Lincoln and that's the way I got to be poor. They got men on the moon ... anything that they should have--dress, coat, suit. I just don't see why. I don't know what their meaning of poor is.

"I think she (Mrs. Selberg) did her bit. I like her. She seems like a nice person ... like 'be a good nigger, pick that cotton, I'm the masta, I'm the great white hope' ... the old plantation bit. I think Project E-Quality should be run by, like, a BLACK professor ... who knows what being black is."

Lee Elder

"I suppose it's good ... to provide equal opportunity and it's good for the college to help. I didn't want to go to no all-predominant black college, no way. I just want to see how the rest of the people in this world live. ... to exchange ideas with people you really can't seem to live with. The social life ... although a little better than expected ... is kinda dead, the weather kinda cold, the environment you're brought up in 'no black ideas.' Just cultural ideas ... that's really what it's supposed to be doing ... getting the cultures together and everything. I've only been in the Cultural Exchange Center a few times, for 5 or 10 minutes ... just stand around and see what's going on. Just a few white students, friends of the black students have come down. Most white students won't go to an all black place."

Anonymous (although there are so few Indian students in the program, it will be pretty obvious who said this.)

"Before you take sides, you have to understand each side. On these proposals, I don't know if they (the students) made the decision for us. We've never committed ourselves to anybody ... we've never formed a group. There are so few of us here and most of us are from the same family."

"From my viewpoint she (Mrs. Selberg), more than any faculty or administrator, help-

"In the aftermath of Dr. King's death it was decided to begin right away. Meetings were called and committees formed of students and faculty to work on recruitment, finances, fund-raising, etc. Interest was high and at an Open-Senate meeting over 100 students showed up to see how they could help. They were effectively turned off by Lois Selberg, newly appointed director for the Project, who roughly told them that 'I have lived through these things before. I know what to do.' As one former student senator put it, 'She treated us like little kids and from that point on there wasn't much student involvement. Those students remaining on committees, such as recruitment, were purged by more refined tactics. They were appointed to committees and then were never notified of any committee meetings.'"

ed me a lot here. Any problem I've had I went to her ... she has helped me, counseling, registration ... has taken special time out to help us ... real beneficial to me. Lately, this past year, haven't gone to her ... I go to my instructors.

"David Anderson is too stubborn to back down from a student once he's taken a stand. I don't like his attitude. He's too sarcastic ... 'Why the hell should we bother, when they're buying them (Indian students) at the University of Minnesota.'"

"It (the Project) could be improved. I know it hasn't been very successful with Indian students. There hasn't been much interest taken in them from the Project -- in recruiting them or finding out if Indian students are available. I know she's been solely interested in the black students. I'm not really knocking her ... she's basically a good person, but she's leaned too far over on one side. It's written up on every information sheet that that's come out that the Project's supposed to be 1/3 Indian.

"I sure would like to see more Indian students. If you worked at it, I'm sure some would be found. At Bemidji, in 1969, the BIA (Bureau of Indian Affairs) turned away 80 Indian young people who wanted to go to school because money was so limited up there.' This year Lois tried to divert my brother to go to Bemidji State ... claimed MSC didn't have the money. They refused to give him any E-Quality money this fall ... certain attitudes applied to him from different sources. He was out a year. He is 'under the Project but not financially.' Even though he dropped out a year it is my understanding that the Project committed itself to see him through college once they accepted him.

"This year his scholarship is \$1,500 from the BIA. My funds are \$1,500 from the BIA plus \$300 from Project E-Quality. Another Indian student, my sister, gets \$300 from Project E-Quality, \$400 in an Economic Opportunity Grant, and \$600 from the Concentrated Employment Program.

"She wanted to stay with us, my husband and myself, in Detroit Lakes or with another sister in Detroit Lakes. David Anderson said, 'If you don't live on campus here, you don't get the money.' He didn't want me or any other sisters making money off her. She waited a week and then gave in. An average Indian student would have left with all that. My brother didn't live in the dorm when he was a freshman. Lois told her that she should live in the dorm because it would be good experience for the white students."

Second Anonymous Indian Student: "I think her (Mrs. Selberg's) motives are fine ... for some people. She tried 'in whatever she thought was right -- you can't blame a person for trying, no matter what side she's on. There's been lots of things I disagreed about. She told me, when I wanted to live out of the dorm, that 'You're too young. You don't know what's best for you. When you do want to change your mind, it'll be too late.' it is sort of a paternalistic attitude."

Cynthia Wilson/Winter 1970

"It is pretty hard for one person to take on all the responsibility. It is better to have committees set up policies, in order to keep the books straight. There are no special privileges. Students must maintain their GPA and must meet financial obligations ... at least 12 credits and a work-study job.

"My biggest complaint is work-study. It leaves no room for other things ... it leaves you short. You make up the difference spring quarter. By the time you get your July 15th check, you're already gone. You have to borrow ... you have to have money to get out of here. There are no allowances for being ill ... you're given a set figure which hardly works. Work-study was supposed to be for personal expenses. It really doesn't work. You cannot borrow from the loan fund for personal expenses. You can borrow on next month's work-study check, if you have the hours. Repayment is set up like a business. We have meetings to discuss repayment ... a minimum of \$10 a month. You have to show on paper why you can't meet this. Students are asked to bring with them \$100 from over summer ... some couldn't. Some students on the Project are not receiving any Project money ... they are eligible otherwise ... but have total scholarships from elsewhere.

"Economic Opportunity Grants are from the federal government and the government has increased this (to MSC) because of Project E-Quality. The government has to determine if you're eligible ... the government approves EOGs. EOGs require matched funds. Project E-Quality's purpose was to provide supplementary funds. EOGs are on a full-year basis. If you come back in the middle of a year, you're on your own. Project E-Quality will supplement you if Project E-Quality has the funds.

(continued on page 11)

When the student senate met last spring to make recommendations for the allocation of funds from the activity budget, one item was \$7,000 for Project E-Quality. Mrs. Selberg was there. The discussion centered around the finances and that most of the money came from the federal government (Federally Insured Loans, National Defense loans, work-study, and Economic Opportunity Grants) ... 25% of the funds came from Project E-Quality.

Much discussion centered on how to change around the different federal programs so as to get a larger share of matching federal funds so the Project could be increased from 40 to 60 students. Mrs. Selberg said that National Defense loans would generally not be available this year and that you can not match funds through Federally Insured Loans from private banks. This shot down the senate's case for increasing matching funds by switching around the federal programs.

Then the discussion moved on to the concept of a free ride. "Work-study," Mrs. Selberg said, "is not considered a free ride." She also pointed out that Federally Insured Loans are not usually available to minority students -- "you go to your hometown bank for Federally Insured Loans." Several minority students in the audience commented on this, that the "average black family earns \$2,000 to \$2,500 less than the average white family ... and the average black college graduate earns \$6,000 to \$8,000 a year while the same white graduate gets \$8,000 to \$10,000 ... these are National Student Association figures ... to put a loan on this brother ... from a deprived environment ... you don't seem to take this into account."

Then the discussion went on to the point of the original \$4,000 the senate had allocated to Project E-Quality ... "extra emergency funds which could be loaned to the

students ... this was the original intention of the Project grant of \$4,000 from the student senate" -- Dan Boeckerman, senator, said. Mrs. Selberg said the Project was originally an "ethical and moral idea ... I never remembered loans being talked about ... the original intention was not as a loan fund. It is used now, however, as a loan fund. We had a lot of strange ideas when we started the Project ... unrealistic."

Finally the discussion got down to how much money the Project needed and the senate, after some discussion of \$15,000 and \$12,000, settled on \$10,000 ... \$3,000 more than Mrs. Selberg requested. Senator Rod Halvorsen asked, "Why didn't you ask for more if you plan to increase 20%?" Mrs. Selberg said that she "didn't know about the feeling of the student senate ... there was a deficit in the activity fund ... and there might be a backlash" against the Project.

"The Project's biggest problem is NO MONEY!! The community was supposed to commit themselves to the program and to supply the funds. This whole community hasn't got up more than \$22,000... what do you expect? If you're in Project E-Quality, you can't be a typical student... don't allow you funds for \$3 dorm payment... tags for freshman week. You can't really belong to a fraternity on Project E-Quality. It's like standing in the welfare line... the special line at the grocery store... to get my check.

"Mr. Anderson handles contracts. There are limitations on him. We know this. The financial aids committee was set up this year to help... who knows better than a minority person who's been in the position what another needs? You never know if someone's going to misuse funds.

"Financially, you have to be taking 12 to 16 credits. You can't get Federally Insured Loans. Minority people don't have a good credit rating... you can't get loans from a bank... they want someone who owns property.

"I came here by accident, because of my brother and Mel Hendrix. I love the school and the teachers, but the atmosphere is shitty. I'm older than some of the others. From the start they had a choice. This was my first opportunity and I had to take it. The Project itself... it's rough. Last year I hated Project E-Quality... right now it's going through some changes... so, right in the middle... now am more involved in my future... maybe able to take a little more.

Student Advisors: (The Project originally set up student advisors to meet with the first

From John McCune, assistant to the President, Nov. 11, 1970: "For most faculty and virtually all the community, Mrs. Lois Selberg has been Project E-Quality for the past two years. The graceless and abusive manner in which she has been treated and the wide distribution given to palpable lies about her and the program by a small number of students have created a widespread disillusionment with the program which may well prove very difficult to dispel. I don't envy the person chosen to replace Mrs. Selberg as fund raiser."

This is the extent of Mrs. Selberg's community fund-raising: in 1969-70 Project E-Quality had a budget of \$22,000 -- of which \$7,000 came from the student senate, \$10,000 from the faculty, and \$5,000 from the community-at-large (\$2,000 from the E-Quality fair, \$1,000 from a doctor, \$900 from a foundation, \$300 from three department stores, and \$800 from other sources). For 1970-71 the budget is \$25,000... the \$3,000 more coming from an additional \$3,000 the student senate allocated... on its own.

E-Quality students. Most of these students soon dropped out, terming it paternalistic and "instant friendship.") "If the student advisors were so gung-ho, why didn't they come to Project E-Quality? I could have used help. Lois Selberg couldn't stop an ant... if this is something the person is sincere about... if the white students are so interested, why haven't they gotten involved?

Reform: "Unless they have something better... feasible and possible... even if this isn't the best... until you can put it on paper...."

"I think that the students inside have to attack it within the structure that's already set up. The commitment has got to be to the minority students first. Her (Mrs. Selberg's) motivation 'being paternalistic'... I don't care... she has at least given it a try... compared to students who sit around. At least she did

something. Who can question that? I am in my second year of school when maybe I wasn't even in my first... so through a lot of discussion and so forth, so, she finally realized that other committees should be responsible for it... the ones who receive the funds. Mrs. Selberg's well-intentioned, idealistic. The shooting incident was when I changed my opinion about Lois Selberg. It was not Mrs. Selberg... but if we had had a different president... if he had shown some force... 'if anyone gets arrested, they all get arrested.' They pacified the white community. If they had arrested some white students, the community would still be burning about it."

Final Comments: "I'm going to school here. I want to go to school. If anyone says anything, does anything, to take that away from me, I. I am not going to let that happen."

ELECTION (continued from page 5)

BUSINESS CANDIDATES

(Continued)

HISC received mixed emotions from both candidates. Schroeder felt that senate action on the case was "like closing the door after the horse has escaped." He also wants to see guide lines set up to in the future to regulate information to be handed out. Gundberg felt that the material was "public information" but there is also a question of free speech. According to Schroeder the question of student power can only be solved when more students are involved in student activism.

Paul Grothen, a third quarter sophomore from Wilmar, is one of the candidates running for office of business senator. Calling himself a moderate liberal, Grothen believes that change is necessary, but he refuses to condone or to agree with anyone who does condone violent methods of achieving change.

When asked what he felt the student senate and students in general should be in terms of student power, Grothen said that student power should be complimentary to the faculty, that is, both students and faculty should have some control over academic affairs. He suggested that liaison between students and faculty be created because too often teachers become isolated from student views.

Response to a question about Dean McLeod's actions in turning files over to HISC, Grothen maintained that as an employee of the state, McLeod had a responsibility to turn these files over. He said, also, that the public,

which supports this school, has a right to know about the education students are receiving at MSC, both in and out of classes.

Grothen stated that the "concept of Project E-Quality is good." He continued that lack of funds should not prevent anyone from attending college. He is endorsed by the Veteran's Club and Phi Mu Alpha Sinfonia. One of his campaign issues will be the cancellation of KMSC's broadcasts of student senate meetings. Grothen said he will emphasize that this cancellation because of disorderly meetings indicates that, because of unorganized proceedings, little business is accomplished. He will also stress the necessity of such broadcasts because KMSC's coverage of the meeting is for many students the only source of information about student senate activities.

NATURAL SCIENCE CANDIDATES

Running for the Natural Science position is Jerry Banks, a fourth quarter student. Banks considers himself a "reformist" who feels that MSC needs change with more voice for the student, including apathetic and "silent majority" students.

Donald Vosica, running for Natural Science Senator, says that he wants to do something for the college and "get people interested in politics." The issues he plans to discuss during the campaign are the early start calendar, E-Quality, and "the gap between sciences and humanities on the campus." However, he said, "I don't really have any positions worked out yet." Vosica characterizes himself as a "liberal."

Turning over college files to HISC, he said, is generally "undemocratic" and against freedom of speech. But in some cases, he said, it may be necessary. Vosica could cite no particular case in which he thought that turning over files was necessary. With regard to McLeod's action this fall, Vosica said, "I'm really not familiar with that case."

The proposals of E-Quality students, said Vosica, require serious consideration. He was not present at the forum on E-Quality, sponsored by the Student Senate, but said that he has talked with a couple minority students. "We should look at both sides," he said, referring to the issue.

Vosica said that the Student Senate is "an instrument by which students can work with the administration to further the process of education and all that it entails. Asked about student control of the administration of their own education, Vosica said, "My ideas on that aren't too coherent."

Greg Ness, Natural Science candidate, said "I'm getting sick of listening to talk about pollution." College students, he said, have the capability of doing something about the pollution problem; he hopes to "fire people up" to work against pollution. Ness said that he is a "liberal".

On the college turning files over to HISC, Ness said, "I don't have enough information to give an opinion on that yet." He said that the E-Quality program, which was "pure and simple at the beginning," had become bogged down in bureaucracy. Ness thought that both

sides were "ballooning the issue," but that the solution was "a simple one." The answer he said, may lie in just clarifying the things already set down. He said that he had not yet spoken with any minority students about the program, and had not found out about the Student Senate forum on E-Quality until the day after it was held.

Ness believes that while students have enough power, they do not use it. Since students know what is best for themselves, he said, they should exercise control over their lives in college -- but with the professional help of experienced faculty.

OTHER CANDIDATES

Some candidates could not be reached by reporters for various reasons. Tom Braatz, a candidate for Natural Science senator and Hank Rasmussen, Terry R. Lynk and Chip Worsack, all running for Social Science senator, could not be reached by telephone. Greg Boetcher, candidate for at-large senator, could not be found at the street number found on his filing form--the number corresponded to the Prairie Home Cemetery. Reporters were told that Douglas Fergen, running for at-large senator, is a Sig Tau pledge and could not be reached until late this morning.

November 19, 1970/11

FREEDOM OF THE PRESS

Freedom of the Press has been part of the continual revolution in America. People too often resist the concept of revolution as a process in the United States but a study of history, particularly the history of journalism reveals the truth of this. The U.S. has been in an everchanging social pattern. The status quo has always resisted but never have they become so firmly entrenched and reactionary as in recent history.

The press has always been the object of much abuse and attempts to control its contents. During the Civil War mobs in the North ransacked offices belonging to newspapers that favored the Southern view. Presently, the press has to fight growing government suppression of news.

However, as well know journalist and writer Curtis MacDougall points out in his book, Newspaper Problems and Policies, the press itself has been over-patriotic and reluctant to shake the status quo ever since the end of World War II.

While the reasons for this are complex, one has to be the dependence on the advertiser for survival. The smaller the paper the greater the problem. For the Moorhead Independent News it has been a serious problem. A campaign has been conducted by those too cowardly to reveal their names to intimidate our advertisers. Sometimes this is in the form of a warning phone call to tell the advertiser to stop advertising or face a loss of revenue. In at least one instance it was in the form of a rather nasty anonymous letter to an advertiser. Some advertisers react by insisting that they will not allow such intimidation. Others cease advertising and there have been those who will not even attempt to advertise due to concern as to what this paper might represent.

If we were an underground newspaper or in the common habit of four letter word usage, such conservation might be expected. I have been strongly tempted to put out one such issue to prove the difference between an honest attempt to reflect the current MSC campus and a radical rag as some

people refer to the Moorhead Independent News. It might be a relief to throw all caution and responsibility away for one week and publishing a free swinging far out paper.

However, the painful truth is that except for indulging ourselves in an occasional Dakota Dozen story, turned in by an outsider, the staff has met, talked, considered the content of each paper. The Moorhead Independent News Board of Directors working in close conjunction with the editorial staff has walked a fine line between strong political beliefs and the determination to produce a better than average campus paper under difficult conditions. There is constant financial strain. Time pressure for each week's edition is tense. The one positive factor is a growing positive morale among those who average the most hours of work per week on each issue. Into the paper they have poured money, time, tears and a great deal of laughter.

We will continue to strive to present campus news as it seems to us to exist. However, advertisers and readers must realize such news is purposely presented from the angle of those living it, the students at MSC. We do not write to please the advertisers, the faculty and I am sure President Dille would concur; we do not write to create good relationships with the administration. We write to present what has happened, how students feel, why

'Notes and Asides'

by
P. Estes

students react certain ways. We feel strongly that the administration has access to the Newsletter, the Fargo Forum, TV stations much as any established bureaucratic system in America does. This paper exists for the students. In recent weeks, students have begun walking into the office and saying We have a problem. I thought that this was the place to come with it. No one else seems to want to listen. My reaction is come on in kids, it's your paper.

If you feel that we are failing as a student newspaper in any way, write. Better yet come on over and work. Certain members of

the faculty have at times fed us, bailed us out financially, offered words of comfort and actions of support. We need this. We are

We are aware that somewhere out there there exists a group trying systematically to destroy us by pressure wherever it can be applied. To them we would suggest that they read today's story on the fraternity file situation quite carefully. We do have access to capable investigative persons and should we find out those who are doing this in an anonymous manner we will consult a lawyer for possible legal action. For those who have used their name in approaching an advertiser, I suggest that they might do well to call us with their complaint. It seems much more honest to give us a chance to explain our

position and if we are wrong to rectify it. We offer space in the paper in a guest editorial to anyone who wants to use it and has something worthwhile to say. My views are obviously to the left but I respect freedom of the press and am willing to offer space, in fact welcome diverse views.

To the advertisers that have been so easily intimidated where is your belief in freedom of the press? One advertiser who received such calls responded by inviting me to chat over a cup of coffee. He still advertises. We did not agree on many things but I think we both benefitted.

It must be realized that we do not make the news although there are those of us who in moments of frustration are strongly tempted to. We simply reflect what is already there. Our not printing it does not change it. If you do not like the situation, get out and you change it. We did not create Radical Student Alliance, fraternity cheating, Black and Chicano minority problems, re-action against the war, communal living. Society did and you the reader are society.

I resent continued attack upon this paper through the advertiser I regard references to this paper as filthy, radical, leftist, hippy, yippi, ad nauseum not because I dislike these words but because they are not true. Being the editor of this paper is proving to be a radicalizing experience.

PIANIST PERFORMS WELL

by J. Rowell

On Friday, November 13, Agustin Anievas performed a program of piano works in the CA Auditorium displaying his great sense of dynamics and contrasts. Beginning with the Beethoven "Pathetique" Sonata, he showed much awareness and sensitivity to the quality of sound the music suggests. Although this sonata is often included on recital programs, I enjoy listening to it when it is played accurately and with smoothness, as Mr. Anievas did.

The Brahms Variations and Fugue on a Theme of Handel followed. This piece begins with an Aria expressing a rather simple theme with several ornaments, followed by an elaboration of the theme itself and then parts of it in twenty-five variations, all building to a climax in the final fugue.

Also on the program was the Concert Etude in D flat major by Liszt, and Six Grand Etudes by Liszt, who used some of the works of the Italian musician, Paganini, to compose them. I found these works, which are characterized by an exciting, turbulent and brilliant quality, quite enjoyable and easy to listen to. The demanding technique of the etudes was impressively met by Mr. Anievas.

He responded to a receptive audience with an unexpected encore of an etude and waltz by Chopin. His personality projection, together with a superb performance, brought him a standing ovation he rightly deserved.

EDITORIAL

by R. Whaley

This quarter was to have been the quarter when the fraternities made their big push for control or strong representation on the Student Senate. Now this goal of the Greeks seems to have become impossible in view of the cheating scandal which the Moorhead Independent News has exposed. We hope that all students will search their conscience and repudiate those who seek to use the Senate for their own narrow ends.

Recently rumors have been heard that the administration asked the Vets Club to field a slate of pro-administration candidates for the Student Senate. We ask the Vets to clarify this issue.

In any case we feel that any slate of candidates offered by the Vets would be clearly reactionary and negative as they try to preserve the status quo which the present Senate has moved away from. A platform based on the word "no" is not good enough for MSC.

As students we must take an active interest in the most important Senate election held to date. We must choose those who will speak in behalf of the student body and for progressive, not regressive, Senate action. We need to reject all self interest groups like the Vets who speak for a few isolated individuals who have never had anything positive to offer and who have never attended a Senate meeting during the quarter

Moorhead
Independent
News, Inc.

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LETTERS

BOMB THREAT?

We, as deeply concerned women on this campus, deplore the unconcealed sexism against women. Be it right winger, leftist or radical, there is absolutely no reason for the chauvinistic gutter attitude toward women.

We, as women, are here for an education just like the men are. We pay equal amounts of money for tuition, room and board, and find no understandable reason why we should put up with this degradation.

It is especially surprising to hear sexist attitudes from our campus "liberals." One minute a person can be criticizing the administration for their inhuman attitudes toward minorities yet turn around and throw out petty, underhanded comments about their female cohorts.

Either follow through with your liberal ideas or shut up. Women have bombed buildings before and if necessary we will do it again

Women's Caucus

POLITICAL FORUM

By J. Rowell

That a human disaster of terrible proportions occurred at My Lai on 16 March 1968 is beyond dispute; the photographs of the dead, including mothers and infants, printed by Life magazine were certainly not stills from the latest Hollywood war epic starring John Wayne. The nation, however, moves uncertainly in its attempts to affix the blame for the incident.

At this time, then, it seems to me both proper and necessary to examine the record, to ascertain how, in the past, this nation has assigned responsibility for atrocities of the same sort as were committed at My Lai. Perhaps history has a lesson to teach us.

Shortly after World War II, General Yamashita, the commanding general of the Japanese army group in the Philippine Islands, and also military governor of the Islands, was charged with a violation of the law of war in that he "failed to discharge his duty as commander to control the operations of the members of his command, permitting them to commit brutal atrocities and other high crimes against people of the United States and of its allies."

Yamashita was tried before a military commission, found guilty as charged, and sentenced to death. In 1946, his case reached the Supreme Court; his contentions that his trial was invalid and was a violation of, among other things, fifth amendment due process, were rejected by a vote of 6-2.

Mr. Justice Murphy, in a dissent from the majority opinion, noted that Yamashita "was not charged with personally participating in the acts of atrocity or with ordering or condoning their commission. Not even knowledge of these crimes was attributed to him."

To whom, then, shall we affix the blame for the massacre at My Lai? Shall it be only to Lieutenant Calley and the men he led? Does the blame extend, the the principle of the Yamashita case, to General Westmoreland, to Clark Clifford and to General Wheeler, the Army Chief of Staff? Is even the American public untainted by the sin of My Lai? If we sentence General Yamashita to hang for deeds he did not order or condone, or even have knowledge of, what are we to do with Lieutenant Calley, with Lyndon Johnson, with ourselves?

In the course of this nation's involvement in Indochina, several policies that seem to be violations of the law of war have been imple-



mented. For some time, the official United States policy was to turn any enemy prisoners over to the South Vietnamese--with the knowledge that, in many cases, this meant certain death for the prisoner. The Johnson administration began a policy of allowing warplanes to dispose of extra bombs in "free bomb zones." In many instances, poor rice farmers remained on the land long after it had been declared a "free bomb zone." The farmer was likely to see his family, his livestock and his fields destroyed as a result of a callous American policy.

If this nation were to be consistent with the precedent it set in dealing with General Yamashita, tomorrow would bring only glutton buzzards in a silent land.

LETTERS TO THE EDITOR

CLARK RESPONDS TO EDITORIAL

During the past few weeks I have watched with interest the charges and counter-charges concerning Project E-Quality, its Director, the Financial Aids Office, paternalistic and racist attitudes of the campus community. The charges from both the administration and the E-Quality students have been founded in fact, based on experience and motivated, at times, by what appear to be less than lofty goals.

Sixty students "meeting" with one man constitutes, in my opinion, confrontation. Confrontation serves one invaluable purpose--it gets the other side's attention. But, by taking someone to "the wall" every time you deal with him only creates animosity and resistance. What resulted from the sixty students and Dille's conference was a standoff. It is obvious that standoffs do not produce new, much less better, systems.

The proposals and grievances of the minority students are incomplete and reflect the haste in which they were drawn up. This is not to say, however, that they merit only dismissal for they arise from a sense of frustration and uncertainty. The manner in which they presented their grievances and proposals reminds me of the "student power" tactics of the mid-Sixties: "Here's what's wrong, Pres--you change it!" Such an attitude towards politics allows the confronted party the privilege of writing the confronting party's future. The results are always less than if one writes his own alternatives. For example, in the document "Grievances and

Proposals" under "Proposals, Part B": "The job of director of the E-Quality program be spelled out and acceptable to the E-Quality students." What better way to have the director's job spelled out and acceptable to E-Quality students than to write the job descriptions they would certainly have a more acceptable delineation of duties than if President Dille "spelled out" the role. Such an example demonstrates that much more constructive changes could have been brought about in the E-Quality program had more time been taken in planning both the "Grievances and Proposals" and the strategy that would have brought about the quickest remedy to the problem.

As for Shirley Heyer and her enlightened editorial of last week I have some observations to relate. First, had Miss Heyer been listening during my President's Report she would have heard me mention Mr. McCune's response to the Senate's Forum. I repeated the announcement for the two minority students who came to the meeting late. If she would care to ask Abner Arauzo if he received a copy of the document he will tell her that he received one on Wednesday afternoon before any Student Senator had a copy.

Secondly, if Miss Heyer had stayed for the conference, following the Senate meeting, in my office with "all persons interested in my proposals concerning Project E-Quality" she would have recognized my intentions (perhaps not?) to initiate further action to improve the program. Of course the fact that Miss Heyer had to leave 45 minutes before the meeting concluded to write her editorial prevented her from hearing more than the superficial announcement.

Thirdly, yes, I do have an alternative proposal for Project E-Quality. However, since

the minority students are in a much better position to point the way to restructuring the Project than is either the President or myself, I had hoped they would follow up their initial document with a complete delineation of how they wanted to Project to operate. Nothing has been forthcoming. Such charges that they are "waiting for President Dille to answer" their initial Grievances and Proposals must be considered but while they are waiting I would have hoped that they would have been drawing up a much more complete document. I suggest that we may wait a long time for Dr. Dille's response. I also question the need to wait. The response, coming from a phony premise of our delusions of student power, can only necessarily be more symbolic than concrete.

Tom Clark
Student Senate President

NEEDS HELP

I would like to ask the assistance of the college paper in helping me try find my glasses.

I lost them on Thursday, Nov. 12 and I believe near or in Weld Hall around 9 a. m. They are a pair of wire rim prescription glasses in a black leather case.

I will also offer a reward for them. Phone 236-3277.

Thank you.

Lyle Freudenberg
455 Nelson

KMSC -- 650

SPECIAL PROGRAM

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Mrs. Gibson was also present and presented her charges mentioned above. There was no one to testify in Gates' defense except himself.

For the first 15 minutes of the hearing Gates was not allowed in the room, while all other parties discussed. Then he was let in, heard charges against him and was allowed to speak. During the conversation, Arlo Brown said that Gates had a habit of lying and using his classroom to persuade people. Gates felt this charge made anything he might say automatically suspect just because he said it.

There were numerous insults and charges flung at Gates during the hearing. For instance, it was charged that Gates wanted to stay in school to continue getting his Vets check. According to Gates' account, there was never any mention made of his class performance during the hearing when this seemed to be the most relevant issue.

The decision of the hearing was the same as Brown's original decision. Gates would receive a "W" for his sixteen credits of student teaching and was advised to take remedial education courses.

Gates still was not happy with this decision. He went to Senate Vice-President George Schatz. Schatz went to see MSC President Rolland Dille about the possibility of Gates being reassigned to a student teaching position until a "more fair" hearing could be set up to hear any legitimate charges of incompetence might be brought forth. Dille said that he was "concerned about the problem

but to Gates' knowledge there have been no other steps taken.

Then Gates came to the Moorhead Independent News Office with his story. Some students who were there decided to help Gates with his problem. They wish to gather support from other students particularly other student teachers in the program. They wish to gather support for Gates' request that he be reassigned to a student teaching position and that he then have a hearing before unbiased individuals to examine the charges brought against him, and then decide whether he should be dismissed and receive remedial help. He plans to try and be allowed to speak at Monday's meeting of student teachers at which there will be a final evaluation of the program. He feels he has been treated very unfairly and his whole future is lying in the outcome of this issue. "I feel many students can and probably have been dealt with very unfairly" said Gates. "We are at the mercy of the whims and personalities of our superiors."

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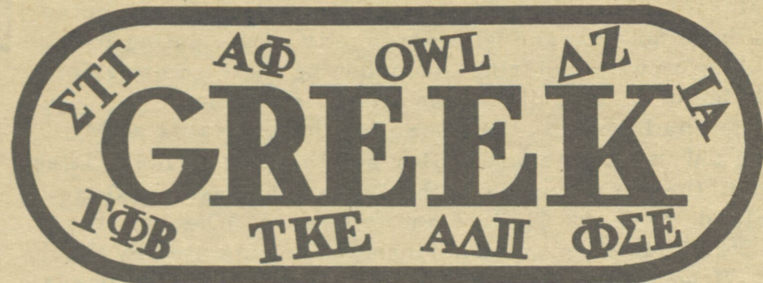
"I die like a true blue rebel.
Don't waste any time in mourning
Organize."

Joe Hill

Murdered by the State of Utah,
November 19, 1915

"We Never Forget"

Joe Hill Memorial Committee.



by D. Hepper

The Sigma Tau Gamma fraternity brought home the "gold" by winning two trophies in the conclusion of this year's Greek Week. The Sig Taus, under the leadership of Don Kilander and Neil Ericksmon, captured the first place trophy with a grand finale of the Greek Week Relays. The Tekes came in second and had a "heavy" first in the tug-of-war contest. Rolling to a first place in the sleeping bag race were the Phi Sigs. The men of STG were also proud recipients of the "Greatest Greek" award for the best participating fraternity during the week's events.

The sororities showed the spirits of being Grecophyls with the Alpha Phis receiving top honors winning the "Greatest Greek" sorority trophy. The fired-up Gamma Phis knew how to get it together with the fraternities winning four first places in the Greek races and won the golden statue.

The Greek system will increase with "51" new members after activation ceremonies conclude. The organizations are now in the process of pledging prospective Greeks.

The Alpha Phi sorority has eleven pledges this quarter. They are under the guidance of their pledge trainer, Maureen Cullen. They are MSC juniors Jean Hauan, Sharon Hayak, Joyce Palakoff, Barb Seaton, Linda Stewart, Janelle Quall; sophomores Linda Score, Gail Helvig, Carol Larson, Elsie Listrom and JoAnn Olson.

Linda Malmkog is the pledge trainer for the Delta Zetas. Their pledges are juniors Betty Moor, Mary Anne Ebertz; sophomores Connie Hanson, Ann Hoagland, Patricia Hurni, Nancy Terhark, Debbie Lyon and Bobbie Robson.

The Gamma Phi Beta sorority is pledging Kathy Jones, Barb Lund, Kathy Veikly, Carolyn Wallace, Joyce Wenass who are juniors and sophomores Christ Jamison, Mary Kay Hankey and Kathie Spotts. The girls are assisted by active Karen Stauff.

Alpha Delta Pi pledge trainer, Susie Wilson has juniors Cindy Lentz and Linda Maland who are hoping to be future ADPis.

Eight MSC students are pledging the Tau Kappa Epsilon fraternity. They are sophomore Ken Borle, freshmen Rollie Beach, Ron Bjorklund, Mark Brendenmuhl, Bruce Ingersoll, Bruce Berger, Steve White and Laurel Tollefson who are under the guidance of Lee Mindemann.

The Phi Sigma Epsilons are pledging John Sheridan, John Bakke and Harvey Daucette who are all sophomores. The pledgemaster for the Phi Sigs is Bob Overby.

Sigma Tau Gamma has juniors Chuck Menking and Tom Nester along with sophomores Doug Fergen and Les Meyer as prospective fraternity members. Steve Hegrans is the STG pledge header.

The Iota Alphas are pledging Ken Rode and Dewane Salo who are both sophomores. They are assisted by their pledge trainer, Larry Brown.

The Phi Sigs, Sig Taus and Tekes at this time are going through "help" week, while the Old Order of Owls completed their fall pledging last week. Juniors Mark Boche, Joe Gelhen, Tim Kemholtz; sophomore Chuck Chistopherson; freshmen Pete Gotta are all new Owls and members of the growing Greek system.

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FACULTY SENATE RECEIVES CALENDAR PROPOSAL

Upon hearing the ad hoc student-faculty calendar committee's report, the council on curriculum and instruction (CC&I) unanimously voted in favor of an "early start-early finish" calendar for 1971-1972 at their meeting Nov. 9. The committee had voted 9-1 in favor of the proposal earlier.

Included in the committee's presentation to CC&I was a written summary of most of the advantages and disadvantages for most campus interests as follows:

Academic interests: advantages--1) moves student teaching and professional fourth year programs into the regular college calendar, 2) three equal length quarters, 3) longer break after Winter quarter, 4) availability of more classes and programs through the Tri-College University, 5) easier exchange of faculty for Tri-College University easier, 6) easier to arrange co-operative programs within the Tri-College University.

Disadvantages--1) interrupts Winter quarter, 2) Fall quarter break shortened.

Athletic interests: advantages - 1) saves money on pre-season football practice, 2) students can attend early football games, 3) improves basketball scheduling.

The proposed calendar for 1971-1972 is:

Freshman Orientation - Sept. 6, 7
Classes start - Sept. 9
Fall quarter closed - Nov. 23
Winter quarter starts - Nov. 30
Christmas break - Dec. 17
Classes resume - Jan. 3
Winter quarter ends - March 1

The two proposals for Spring quarter have classes starting March 8 allowing one week break or start March 14, allowing two weeks for the break. The last one would end Spring quarter June 2, rather than May 26, destroying the "early finish" aspect.

ther than May 26, destroying the "early finish" aspect.

CC & I has forwarded the proposal to the Faculty Senate, with requests for a formal poll of the faculty to get widespread reactions to the proposed calendar. Recommended questions are: 1) Do you prefer an early start or a late start calendar? 2) If the majority of the faculty favors an early start calendar, which of the two early start calendars do you prefer?"

Faculty interests: advantages-- 1) brings college calendar in line with public school schedule, 2) early summer left open for travel, school, etc.

Student interests: advantages - 1) saves on housing in June and September, 2) better summer job competition. Disadvantages-- difficulties in transferring to MSC during Winter and Spring quarters.

Performing Arts interests: advantages - 1) Tri College cooperation more opportune, 2) more time for the Concert choir to practice for the Christmas concert. Disadvantages - 1) over-lapping of Tri-College P.A. Series, 2) seriously disrupts winter rehearsal schedules.

Paulson Part of 'Learning Thing'

One of the main attractions this year will be national comedian, Pat Paulsen who performed Thursday night, Nov. 19. Paulsen came to introduce his new show and make people realize that he does have a new show. Paulsen, along with the other acts, performed for a half hour to 45 minutes on a no-charge basis for the school.

The annual TriState Entertainment Conference is being held at MSC this week. This is basically a "how to" workshop in that it involves different entertainers coming on campus and showing their techniques and sharing ideas with the members of the conference. As Elaine Cohen put it, it is a "learning thing." The conference also gives the agencies handling these acts a chance to show what they've got.

Twenty-eight schools are represented in this year's conference with 138 people registered so far. All workshops are open to the student body.

SENATE WON'T FINANCE SUNDAY SERVICES

by Dave Little

A motion which would have allowed the Student Senate to finance a non-entertainment activity in the coffeehouse was defeated Wednesday night at the Senate meeting.

Tim Tweedle has been holding "rap meetings" in the coffeehouse on Sunday mornings. Tim DeYoung, coffeehouse manager, has no objection to opening the coffeehouse on Sunday mornings, and the distinction must be made whether the "meetings" are to be considered entertainment or meetings. It was thought that a \$5 rental fee should be paid to the coffeehouse for the meeting.

Tim Madigan of the parking committee proposed that the three policemen who patrol the parking lots operate a starting service for students in the winter. A motion with the Senate's approval for a starting service was passed.

A motion to form a committee to look into the feasibility of incorporating the Senate was approved. Pres. Clark said in case rules or regulations need court challenging, the Senate, acting for the student body, could take legal action and hire lawyers.

Thanksgiving vacation begins after the student's last class on Tuesday, Nov. 24. Classes will resume on Monday, Nov. 30.

**Classes
End
Tuesday**

Pres. Clark also said the Faculty Senate would vote Thursday on the "early start" Calendar. "Early start" would mean school would start in early September and end in late May.

Also discussed was the appropriation of more funds to enable KMSC radio to go F-M; and the possibility of holding public hearings on changing the required number of hours for a B.A. degree to 180.

The Senate will hold its next meeting on Monday at 7:30 p.m.

SALTY DOG SUNDAY SERVICES MAY NOT CONTINUE

The popular Sunday services conducted in the Salty Dog may not continue Tim Tweedle announced recently. Difficulties have arisen with a decision by the newly formed Coffee House Policy Board to charge a rental fee of \$5.

Tweedle stated that the Coffee House is reportedly self supporting. However, this board is supposedly attempting to broaden the appeal of the coffee house as well as to initiate certain governing policies.

Citing the many costs borne by students already for campus activities and the ir-

'71 Schedules Ready

Winter 1971 class schedules are now being distributed at the Office of Admissions and Records in Owens Hall. Pre-registration will be held Tuesday through Friday, December 1-4. Final registration day will be Monday, January 4, and classes begin January 5. The Winter class schedule will also contain the final examination schedule for Fall 1970.

relevancy of many of them, Tweedle said he believed that he simply could not charge people to attend an event such as this.

Tweedle extended an apology to the many who have attended the services. He regrets that such a trivial concern should end an effort to bring spiritual encouragement and a means of communication to students on campus.

ZPG To Meet

Zero Population Growth will hold a business meeting 7:30 p.m. November 24 at Faith United Methodist Church, 909 19th Ave N., Fargo. Everyone welcome

GILLESPIE STUDIO
921 Center phone 233-6197
MEMBER, N S B A

CONSERVATIVES !!!

The Moorhead Independent News needs someone to occupy the right end of the ideological teeter-totter. If you are willing to write a column emphasizing the conservative viewpoint, contact John Rowell c/o MIN, Box 348 at Moorhead State College.

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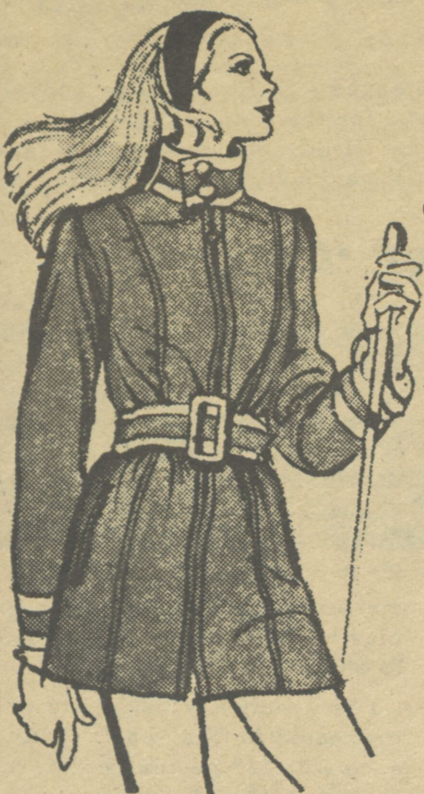
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Rainy Day Women

by G. Thompson

The following paragraphs were submitted by a campus cohort to shed some enlightenment on the subject of radical students:

The radical student leader is perhaps more diversly original than the average politician. Scorning all common standards of political behavior, he has developed his own "politics" and his own methods of furthering his goals. Devices like the glittering generalities are tossed out the window; propaganda exists no longer. Instead, a small group of clear-thinking, devoted, selfless, highly motivated students have developed their own set of political rules.

The radical student is devoted to the "Movement," not allowing personality to enter in to the larger context. He shuns name-calling and personal attacks. The average radical student leader has so divorced personality from the "Movement" that he can understand that a criticism leveled at his is never personal, only political. At a recent meeting of radical students, one critic was mature enough to differentiate between accusations of ego-tripping and simple personality clashes. A certain student had taken the initiative at the meetings; another accused him of ego-tripping, hogging the show, taking over and usurping leadership. He finished his political diatribe with "This is nothing personal, of course." It is comforting to know that radical leadership is in the hands of such mature individuals, who are so capable of such perceptive political comment.

The average radical group or coalition is made up of collectives representing the various radical functions on campus. Women's Liberation, draft counseling, defense funds and the like all form their own collectives. This presents major problems however. Should each collective speak for itself and the larger radical group act as a base or should the larger group act as spokesman for the collectives? This especially becomes a problem when it is decided that a position paper is needed, clearly stating the aims and philosophy of the radical group. Should the paper represent the group as a whole and be prepared by a small group of literate students? Or should each collective prepare its own mini-paper to be incorporated into a maxi-position paper? This becomes an even larger issue when dealing with the Women's Lib collective; questions have been raised as to whether or not they are organized enough, not to say that they are incapable, to prepare their own paper. Fortunately for the radicals here on campus, a hardcore group of devoted students was in town this summer who benevolently and graciously gave of their own time and drew up a paper for the group as a whole.

After the events of the spring of '70, it was evident that a bit more organization was needed. At a meeting last spring, a confrontation with the faculty seemed desirable. One self-appointed radical leader jumped up and yelled, "You want the faculty? I'll go get them." She appeared several moments later without the faculty. This same keen intellect went to a local high school and offered to speak to the American government classes concerning the student strike. The teacher asked her what she would like to discuss. She replied, "Viet Nam, Cambodia, Kent State, Pollution racism, sexism. Oh, you know." How long would she like? "Ten minutes." It is astonishing to realize that we have a student in our midst capable of capsulizing major issues into ten minutes.

With the advent of the summer, it became evident that more organization was needed for the "Movement" to surge ahead. So effective was the organizational push, that soon the organizers were organizing the organizers. Fall brought an outside speaker to unite and excite the students. So effective was the speaker, that he encouraged new students to assume roles of leadership. One of the most vocal "Movement" leaders on campus, a veritable radical BMOC, is now admirably and lovingly referred to as Rancid Randy by those who hold him in high regard. R. R. is one of the fortunate "Movement" members who can relate to the workingman. He understands the working man's mentality. He will be a real asset to any worker-student coalition.

R. R. effectively organized much of the speaker's visit here. He cleverly managed to draw all attention away from this speaker and to himself, thereby allowing the press a better view of the platform, as he crawled, reptile-like, along the floor and dramatically, yet unobtrusively, set a glass of water on the floor for the speaker. R. R. also acted as the speaker's personal bodyguard, quick-wittedly locking him in a 3' by 5' ticket booth, lest he be accosted before he was scheduled to speak. Unfortunately, our speaker was a bit tired and did not handle the situation too gracefully.

R. R.'s major asset is not his association with the working class nor his organizational abilities. It is his ability to attract new members to the "M." He has assembled a whole bevy of young lovelies, ready to fly any radical banner, defend any radical issue. Called "groupies" by the politically and socially unaware these young women have added a dimension of literary allusion to the "Movement." The long-haired, political groupies chant of "Rape of the Lock" has added a cultural aspect that is thought by some to be quite necessary to the humanism in the "Movement."

The find room for all the new faces in the revolutionary vanguard, a rearrangement of leadership was deemed necessary by the more realistic. A certain leader had been a bit too verbal for some of the radical group. It was felt by some of the more conservative members of the New Left that seizing the Administration Building was too liberal an action, not to mention irrelevant. A Purge developed. Commenced as a simple talking-to, the Purge grew and grew, and it lives today. Commemorated in those unforgettable lines:

Lay a little purging on me,
Lay a little purging on me,
Comrade doggone it,
I depend upon it,
So, lay a little purging on me.

The Purge serves as a symbol to the radicals. The above chant can be heard at any intimate gathering of radicals. The Purge serves as a symbol of the clear-thinking, immediate-acting, logical, mature radical on our campus.

The radical student has succeeded in abolishing the old forms of politics and developing a new politics of his own, responsible to the needs of the people. The radical movement has added a new and valuable dimension to American politics.